

2019 Curriculum Guidelines Observation Report

Lee Ruei-Lin, Chen Huei-Ping, Liao You-Ning

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Prologue

We are three 12th-grader students from central Taiwan. After experiencing life under the 2019 Curriculum Guidelines for the past three years as high school seniors, we have come to the conclusion that the new curriculum guidelines could be made better with some additional improvements. Therefore, we decided to take a series of actions to advocate for further improvements in this part of our education system. In addition to the mechanism for high school youth to express their views within the government system, we authored this 2019 Curriculum Guidelines Observation Report, which is intended to help the members of the International Review Meeting understand more about the difficulties that the children and youth in Taiwan, especially senior high school students, encountered in overall education system. In addition, we will use this Report of Children and Youth as a foundation for the subsequent promotion of a social initiative on the aspect of education, ensuring that students can have a better education environment for their future development.

During the process of writing this report, we distributed two sets of questionnaires on the topics of “academic portfolio” and “compilation of textbooks” with respect to the 2019 Curriculum Guidelines to collect the views of senior high school students in Taiwan. A total of 1,087 and 534 responses were received for each topic respectively. The analysis results from the questionnaires are attached at the end of the report and therefore provided to the Ministry of Education (MOE) and the International Review Meeting for reference. (See Appendix 1) In addition, we interviewed a number of students and teachers through online focus group interview or face-to-face interviews to gain a more in-depth understanding of their perspectives on five topics:

- the compilation of textbooks,
- academic portfolio,
- self-directed learning,
- college entrance methods, and
- literacy.

Although what we present are not the views of all the senior high school students, we believe the findings reflect the majority of senior high school students’ opinions on the 2019 Curriculum Guidelines. Hence, the analysis of the results presented in this report may differ from some of the studies of government agencies or commissioned review projects. However, we believe that this Report of Children and Youth more accurately reflects the perspectives of high school students in Taiwan.

Finally, we summarized the issues and provided solutions for the members of the International Review Meeting in hopes that the views of high school students may be incorporated in the concluding observations in the second national report. In addition, the MOE and other administrative and legislative agencies can understand how children and youth view their education and future. The followings are the five goals we pursue:

1. Bridge the Gap of the Difficulty Levels Between Textbooks and National Exams

One of the mostly criticized points in the 2019 Curriculum Guidelines is the substantial gap between the difficulty levels of textbooks and that of the national exams. Textbooks should be the main teaching material, but the high level of difficulty in the national exams have rendered them next to useless. Given that the textbooks do a poor job of preparing students for the more difficult national exams, students have turned to additional approaches such as entering cram school after school, which exacerbates the M-shaped social and cultural capital of society.

2. Refuse Academic Portfolio Arms Race

We concur with the initial intention of the policy of academic portfolio and further agree with the aim that students need to record and report on their academic progress regularly. Nevertheless, from the very moment the academic portfolio were incorporated as one of the scoring criteria for college entrance it has become an “arms race.” This runs directly counter to the intentions of the initiators of the curriculum guidelines. We believe that academic portfolios should be used as a medium for university admission committees to understand their students’ abilities. Our experiences show us that the use of these portfolios in the admissions process is irregular and inconsistent, which erodes the confidence of high school students and parents in the process. Academic portfolios should not be used as one of the reference criteria for college entrance.

3. Recognize the Existence of Gap Between Urban and Rural Areas

According to the results obtained from the questionnaires and interviews, we found that the gap between urban and rural areas, which the MOE and the initiators of the curriculum guidelines repeatedly neglected, really exists. Students in the Taipei metropolitan area have increased opportunity for connecting to top universities and to make detailed and in-depth self-directed learning files and academic portfolios. In contrast, students in rural areas suffered from information asymmetry which led to confusion about how to write their

portfolios. As a result, it is difficult for them to “demonstrate personal characteristics” as stated by the initiators of the curriculum guidelines.

4. Understand Problems on Every Campuses

As found in our observation, instead of realizing the core values of 2019 Curriculum Guidelines, the authorities were overly concerned with “window-dressing.” That is to say, both the MOE and the school authorities are perfunctory toward the new curriculum guidelines. For example, students do not have enough time to complete a comprehensive self-directed learning project if they only have one hour each week to work on it in school. What is more, the deletion of Chinese and English subjects on the Advanced Subject Tests actually imposed more pressure on students instead of “mitigating the burden of the students.” We ask the MOE and the experts outlining the 2019 Curriculum Guidelines to step out the ivory tower and listen to the voice of teachers and students.

5. Consolidate Educational Reforms

The initial intention of the 2019 Curriculum Guidelines was to ensure the comprehensive development of students, encourage them not to solely focus on school grades, and to have outstanding performance in extracurricular activities. However, it is nearly impossible to have such all-inclusive development if the education system is still predominately exam-oriented. We ask the MOE and the initiators of the curriculum guidelines to make reforms holistically; otherwise, these practices will only complicate things further for students. If the MOE wants to see literacy and critical thinking, then do not require standard, rote answers. If the MOE wants to escape the rut of classical Chinese, then do not place excessive questions about classical Chinese in the college entrance exams. If the MOE wants everything, it would end up with nothing undoubtedly.

Overview

The 2019 Curriculum Guidelines are an incomplete replication of the European and American education systems. American students have a shorter school time every day and can develop their hobbies and specialties or learn something beyond the textbooks after school. The Scholarship Assessment Test (SAT), which is held more than once per year, gives students multiple chances to retake the exam if they did poorly the first time. Also, the exam subjects are limited to English and mathematics, allowing the students to have sufficient preparation time for the SAT. The academic level of other subjects is measured by the extracurricular activities that the students participate in (i.e. competitions, volunteer programs, extracurricular learning) rather than exams for which knowledge is rigidly converted to standardized answers.

We neither expect nor want educational policies that make learning easier for students. Instead, what we expect is an equal return on investment for the time and effort that we spend. When the school time is 8 hours a day and the teaching methods focus primarily upon the exam, then, as stated by teachers, “the only thing that matters is the test score, and all the extracurricular activities that take up studying time become unimportant.” In the 2019 Curriculum Guidelines, there are only 1 to 2 hours of self-directed learning per week and we find it hard to complete one single project within these hours. With limited resources and hours it is unrealistic to believe that we can realize the “diverse learning” claimed by the MOE.

In addition, “academic portfolio” is also a policy where the ideal substantially deviates from the reality. First, both the university and the MOE do not give specific instructions for preparation and thus students have no idea of how to proceed, which results in great mental stress. In addition, the restrictions on the number of documents students can upload and the format and size of the academic portfolio contributes to incomplete presentations of students’ learning processes. Since we have to delete and simplify items all the time, what the professor sees are only tiny fragments of our learning processes. Finally, the academic portfolio platform is completely untrustworthy. There have been many errors on the platform over the past three years and even many files of the students have been lost. However, we failed to see the authorities concerned correct the problem. Instead, students who suffered such problems were blamed and told that should have made backups of the materials.

Although many new schemes have been added to the 2019 Curriculum Guidelines, the society still cannot get rid of exam-led education. The new curriculum guidelines have been

implemented for three years, but the social atmosphere, the awareness of parents, the teaching methods of teachers, and even the entire education system are the same as before. Likewise, what the education system in Taiwan is really concerned about is the exam, namely the result of the General Scholastic Ability Test (GSAT). All we learn and all teachers teach at school are the skills to ace national exams and how students can adapt to the exam-oriented system. We do not expect the academic atmosphere to instantly become the same as in European countries and America. Instead, we hope that the 2019 Curriculum Guideline could not only encourage students to acquire core competencies but also train teachers the methods to empower students. The college entrance system must be in line with the core values of the new curriculum guidelines. Or else, what should students do if they are required to make changes, but teachers, professors, and the whole education system remain the same?

Under the implementation of the 2019 Curriculum Guidelines, what we see is a group of scholars trapped in an ivory tower, and a government not willing to shoulder educational reform and coercing the students to learn in a disoriented manner. In the meantime, we also see a group of students who endeavored to adapt themselves to the new systems. They seize every opportunity to pave their road to the future, but worry that their dreams are being squandered by the new curriculum guidelines.

Compilation of Textbooks

We wrote down our observations and improvement proposals about the compilation of textbooks after conducting questionnaire surveys and interviewing students and teachers. The details would be listed as follows:

Chinese Literature

1. Portion of Classical Chinese in National Exams

According to the 543 questionnaires that we received, there were two opposite perspectives on whether classical Chinese should take up a big portion of textbooks. However, the overwhelming majority of students do agree that the most serious problem of classical Chinese under the curriculum guidelines was the vast difference in content between the textbooks and the exams. Comparing with the old curriculum guidelines, which contain a massive number of classical Chinese writings, each Chinese textbook is required to embody only 15 classical Chinese articles under the new curriculum guidelines. The deleted articles from the old curriculum guidelines were put in the “supplementary selected works” as “A-class literature selections” (e.g. “Travel and Banquet at Xishan” and “Preface to the Lanting Poetry Anthology”). The writings in the A-class literature selections are most commonly seen on the examination¹ and Chinese literature teachers usually recommend students to read these A-class literature selections for their examinations. They even ignore the officially compiled vernacular Chinese in the textbooks and use the limited time to teach the A-class literature selections embodied in the supplementary materials since it is on the exam.

Though quite a few classical Chinese writings have been deleted from the new curriculum guidelines, a great number of them appear in the GSAT. This contradicts the concept of the new curriculum guidelines, and students must spend additional time to learn more classical Chinese literature for the GSAT. This leads to more reliance upon “extracurricular reading” and thus widens the gap between urban areas and rural areas in cultural capital. Students who possess more resources may have more opportunities to master classical Chinese writings and gain higher scores in the exams. It then falls into an awkward situation that most educators do not want to see: the goods are better, but the bads are worse.

¹ College Entrance Examination Center. General Scholastic Ability Test Chinese Subject Test Description. <https://reurl.cc/zMGz0N>

2. Education of Classical Chinese

As for the topic of whether classical Chinese should be taught or not, we believe that classical Chinese is an essential element of our “national language.” Many phrases, thoughts, and culture originated from classical Chinese, and thus the existence of classical Chinese is a necessity. According to the interviews, Chinese teachers believed that the classical Chinese writings in the textbooks were compiled in a fragmentary manner after a large portion of the classics were deleted. They also believe that students are unable to frame the evolution of the literature or understand the reason why classical Chinese is important. As a result, students find it hard to have a deeper appreciation of Chinese literature.

3. Literacy Training

As Chinese teachers pointed out, the Chinese education today emphasizes the “ability to read and understand,” and a great number of cross-disciplinary writings have been added for this purpose and to cultivate the “literacy” that the 2019 Curriculum Guidelines pursue. We recognize this as a direction worth developing; however, the content of the college entrance exams are designed in the opposite direction of this training and therefore confusing the teachers and students.

4. Selection of Taiwanese Literature

With reference to the questionnaires and interviews, we discovered that many students expressed negative views toward the Taiwanese classical literature selections such as “On a Bamboo Raft in Lukang” and “Painter’s Preface to the Painting of Daisies.” They found that these writings were not worthy to be put in the Chinese textbook. Chinese teachers straightforwardly pointed out that they were works of ideology. In contrast, the Taiwanese vernacular literature selections such as “The End of an Opera” and “A Steelyard” were recognized positively. Therefore, here comes a question worth considering: what are the objectives of Chinese literature education? What should be the criteria for the selection of the writings to be compiled in the Chinese textbooks? Chinese literature teachers believed that there were only two criteria for the selection of the texts. The first is the author of the classics: Is the author representative? Is it worth it for the students to know them? Are their feelings and spirit worth the students to learn? The second is the work. Can it resonate in different eras and enlighten people’s thinking? The Taiwan literature selections in the 2019 Curriculum Guidelines are just so-so. The works are lacking in maturity and the authors are not representative. The works of excluded authors like Chung Li-Ho, Chiang Wei-Shui and

Yang Kui can reflect contemporary thoughts and be integrated with the history subject. This fits in with the “cross-disciplinary literacy” emphasized repeatedly in the 2019 Curriculum Guidelines, and is a definitely a scheme worth considering.

English

1. Easy Textbook, Hard Exams

This is the point about the English textbooks that is most denounced by people. As quite a few students pointed out in the questionnaires or during the interview, the English textbooks are too easy. Schools must purchase additional vocabulary books, magazines and other supplementary teaching materials to make up for this. In addition, few schools created the questions of midterm or final exams based on the contents of the textbooks, but instead used the content of the supplementary teaching materials. Overall, the difficulty of the English textbooks is substantially different from that of the GSAT questions, so students who want good grades must go to cram schools or buy a great number of handouts. People who are rich in cultural capital can learn English by taking additional lessons after school or make good use of their background, while students lacking resources are sacrificed again due to the resource disparity. Would these situations be mitigated if the textbooks themselves functioned adequately for the examinations? We believe so.

Mathematics

1. Math A and Math B

An overwhelming majority of students agreed on the necessity to distinguish Math A (harder math module) and Math B (easier math module) because the students taking the social science track and the science track have different needs for mathematics. However, this two-track policy would burden some students. For example, the same fields of study in different schools may adopt different math content. Therefore, students choosing specific fields of study may need to take two modules, take additional tests and thus suffer more pressure. To this end, we suggest that the same disciplines of all universities in Taiwan should adopt the same math modules to avoid imposing more burdens on students and alleviate the confusion in their choice of Math A or Math B. This would prevent students from having to take part in the tests of two subjects and spending additional time to learn another math module.

In addition, according to a 12th-grade student from Taitung during the interview, there are not many students at her school. Many of the students choose Math B and only few of

them choose Math A. To our surprise, the school demanded all the students to take the Math B module, and the students who opted for Math A were deprived of their right to education, because the school chose a convenient route.

2. Spiral Curriculum

The 2019 Curriculum Guidelines split the same units of mathematics over different books (e.g. exponents and logarithms), making it impossible for students to systematically learn mathematical concepts and seriously affecting the learning effect.

History

1. Thematic Teaching

The thematic teaching of the history subject is the most disputed part of the 2019 Curriculum Guidelines. The students and teachers participating in the interview pointed out that it is hard to help students learn historical knowledge using the thematic teaching method unless there is comprehensive understanding of the sequential historic structure and proficiency in prior knowledge.

2. History of East Asia

In textbooks the history of East Asia is fragmented. It is more difficult to connect the histories of different countries and stimulate thinking without a complete sequential structure. The history of the three countries in East Asia (Vietnam, Japan and Korea) is superficial regardless of the textbook publisher. Generally, the history of East Asia is presented in a way that makes it very difficult for students to learn.

3. Textbooks for Elective Courses

The textbooks for elective courses in history do demonstrate the value of thematic teaching, but the content is too simple for elective courses. They are only a summary of the contents of the mandatory courses and compiled in a different way.

Civics

1. Fragmented Textbook

In the old curriculum guidelines, we focus on politics in the first semester, law in the second semester, and economics in the third semester. However, under the new curriculum

guidelines, the above mentioned fields are interspersed over different books, making it more difficult for students to learn the concepts consistently.

Science

1. Over-simplified Textbook

This is the common view of all the interviewees of the science track. Since the contents of the textbook are too simple, teachers must provide supplementary materials. Many teachers have used their own handouts from the very beginning of the semester and directly ignore the textbook. However, science GSAT is often very hard because the authorities concerned claimed that some tasks in the exam are the “extension” of the required courses. Yet, we believe the so-called “extension” is in fact the elective course, which can only be seen in the Advanced Subject Test if complying with the curriculum guidelines.

2. Deletion of Multiple Contents from Textbooks

Since too many terms and definitions, even important concepts that connect different chapters (e.g. organism), have been deleted, students may find inconsistency in learning and need additional supplementary materials.

In general, the most serious issue in the 2019 Curriculum Guidelines is the big gap in the contents and difficulty between the textbooks and tests. Students must rely on the supplements of the teachers or take additional lessons after school. This is, again, related to the social and cultural capital of the individuals, and the worsening problem of the M-shaped society. In addition, since the new curriculum guidelines have just come into practice, it is common for the contents of tests to still be based on the old curriculum guidelines. However, the contents of the textbooks are cleaner as they are based on the new curriculum guidelines. This is confusing to all students who are in the transition stage, which places everyone at their wits end.

Academic Portfolio

The policy of “academic portfolio” is created pursuant to the “Directions on the Academic Portfolios for Senior High School Students.” As we see on the “2019 Curriculum Guidelines Information Site” run by the MOE, the following four goals of the academic portfolio appear: (1) Improving the quality of application materials; (2) Presenting the learning results that cannot be measured through tests; (3) Demonstrating personal characteristics and adaptive learning trajectory; and (4) Assisting students with career exploration and alignment reference².

Based on our personal experiences and the views of peers on the academic portfolio, we believe that the implementation of the academic portfolio cannot achieve the aforementioned goals set by the MOE. To this end, we first used open-ended questions to widely collect the views of peers on the academic portfolio, incorporated them with our perspectives, and subsequently designed a questionnaire for the purpose of understanding students’ stances on the “academic portfolio” policy.

The questionnaire consists of eight questions on a four-point scale and one open-ended question. A score of 1 means strongly disagree while a score of 4 means strongly agree. We received a total of 1,087 responses within one week. Moreover, 8 respondents were willing to conduct a focus group interview with us in order to help us understand more about the perspectives of senior high school students on this policy. Please see Appendix 1 for the questionnaire responses.

Q1: Preparation of the academic portfolio at senior high schools is helpful for my personal development

A press release on the website of the MOE³ mentioned that the purposes of the academic portfolio are to “avoid the hasty preparation in the second semester of the 12th-grade,” “enable the board members of universities to understand more about the learning progresses of the students,” and “avoid arms race and highlight the learning progresses and performances in an organized structure.” However, we received many critiques from the respondents. The average point for this question is 1.92, which means the majority of respondents disagree that the portfolio is achieving its desired goals. For this section, we will

² 2019 Curriculum Guidelines Information Site. Student Academic Portfolios <https://12basic.edu.tw/edu-3.php>

³ Ministry of Education. Academic portfolios are a service tool to assist students in improving their application materials. https://www.edu.tw/News_Content.aspx?n=9E7AC85F1954DDA8&s=F328F65E91E36FED

analyze two parts: personal growth and “arms race,” both of which were mentioned in the press release.

In terms of the first part, numerous high school students believe the new portfolio system brought them more pressure instead of personal growth. In the open-ended question, more than 10 respondents expressed that students do not have enough time to strike a balance between schoolwork and academic portfolio, given that the primary focus remains the examination system. We present below the views of a 10th-grade student from Changhua County, an 11th-grade student from Taichung City, and a 10th grade student from Nantou County,

“The lessons are a heavy burden already. This will make me very tired.”

“Students are not gods. We cannot prepare perfect portfolios while taking care of the exams. The pressure is not mitigated after the implementation of the academic portfolio policy.”

“We do have lots of extracurricular courses, but in the end, the grade is the only determining factor. Inexplicable!”

When we conducted focus group interviews, a 12th-grade student from Kaohsiung City pointed out that most of the students uploaded their entire “off-campus performances” segment of the academic portfolio in the second semester of the 12th grade. We find the phenomenon inconsistent with the concept the MOE outlined, since students need to record and report on their academic progress regularly. He said,

“Everyone was busy preparing for the GSAT. We only have time to cram our academic portfolio during the winter vacation after the GSAT.”

Even though most of the students did not support the argument that academic portfolios are helpful for personal growth, some students disagreed. However, those students also stated that the social atmosphere in Taiwan does not allow the portfolio system to be implemented smoothly. A 10th-grade student from Hsinchu County said,

“I think the initial intention of the portfolio is very good, but how well can students ‘ace it academically’ is still what society emphasizes nowadays. I think the problem is not how well the educational reforms should be, but how well the education system and social atmosphere could adapt educational reforms.”

No matter whether the students are supporting the idea of personal growth or not, students believed that the college entrance system placed excessive emphasizes on examination and did not allow the students to learn and live diversely.

The second part is the arms race. For the open-ended question, about 5 respondents believed that “the academic portfolio remains an arms race.” The following is the feedback of an 11th-grade student from Hualien County on the academic portfolio,

“I find many portfolios formalistic without realizing its real essence. I come from west Taiwan. I’ve experienced the so-called arms race and found it disadvantageous to the students in Hualien. Of course, I hope there is something that can be improved.”

There is even a 12th-grade student who believes the academic portfolio would increase the “arms race,” and he did see the arms race on display. The following is his observation,

“Before the implementation of the academic portfolio, the MOE asserted it was a good policy to mitigate the arms race among high school students. This system has been implemented for nearly three years. The questionnaire also had mentioned questions about students’ participation in camps and activities. Interestingly, when we take a closer look at the registration fees for these camps and activities carefully, even students who are not students under the new curriculum guidelines can discover that registration fees for the events skyrocket from NT\$1,000 to nearly NT\$10,000 just because they could be incorporated into the portfolio. This obviously violates the previous claims from the MOE.”

To validate this perspective, we designed the question of “Do you think that the academic portfolios can change the state of the arms race?” After discussing it for about 30 minutes, we and the interviewees reached a conclusion on this question. Instead of mitigating the “arms race” situation under the original system for application materials, the new system exacerbates the problem.

Q2: I know my future goals during senior high school, and can complete comprehensive academic portfolios on my own.

As stated on the 2019 Curriculum Guidelines Information Site, students can “explore their self-interest and aptitudes and further clarify their career decisions” when making academic portfolios. However, most of the responses reveal that many students found that the academic portfolio cannot help them make more clear and definite decisions for their futures. The average point for this question is 1.75, strong disagreement.

According to several responses, we saw the uneasiness when they switch tracks under the academic portfolio policy. For example, a 12th-grade student from Hsinchu County gave the following response,

“Many students find their aspirations through trial and error and realize that the academic portfolio they uploaded have nothing to do with their finally defined aspirations... Please tell me how these students should...? Not everyone is a student of the Hsinchu Senior High School, Hsinchu Girl’s Senior High School, or Jianguo High School, and makes the definitive decision to select the department of medicine at the very beginning when entering senior high school.

We had a 12th-grade student from Taipei City in our focus group interview. She felt lucky and unlucky when talking about this question,

“I originally wanted to enter the department of medicine, so I selected the science track... But I changed my future goal and transferred to the social science track when I was in the 12th grade. Fortunately, I participated in the gifted program in humanities and social sciences and took quite a few courses on these topics, and I had portfolio I could use. But all the portfolios with respect to science I had completed became invalid.”

With reference to the focus group interviews, our personal experiences and responses from the open-ended questions, we make the following conclusion. The academic portfolio policy has a positive effect for students with clear and definite future goals, but may cause more pressure and uneasiness for students who have undetermined future goals at the senior high school phase.

Q3: I agree with the MOE’s statement that the academic portfolio can “demonstrate the peculiarity of students”

On the 2019 Curriculum Guidelines Information Site, the MOE mentioned that one of the advantages of the academic portfolio is to “demonstrate the peculiarity and learning progress of students.” However, most of the respondents did not agree on this statement. The average point for this question is 1.77, which we may see once more is a strong disagreement.

A 12th-grade student studying in Chiayi City shared with us the difficulties he encountered in the academic portfolio system,

“In the beginning of the implementation of the academic portfolio policy, supporting measures were not available for teachers and students. For example, the 2019 Curriculum Guidelines were just implemented when I entered Chiayi Senior High School and the school did not have a clear understanding of the requirements. When composing the academic portfolio for the first time, the school made a form in MSWord and told us to ‘fill out the form with adequate contents categorically.’”

Academic portfolios should be a tool for students to demonstrate their personal characteristics. Instead, it seems that there are schools formalizing academic portfolio and spoon-feeding students, which restricts the appropriate development of students and therefore violates the core values of the 2019 Curriculum Guidelines. In addition to the aforementioned problem, some interviewees questioned what they have seen and found contradicts the goal of highlighting personal characteristics. A 10th-grade student studying in Changhua County said,

“I do not understand what the point is of going on like this when everyone applies the template and uploads the same worksheet.”

A 10th-grade student from Kaohsiung City gave the following comments on academic portfolio,

“Academic portfolios are restriction on everyone’s personal development.”

After carefully reviewing the core values of the 2019 Curriculum Guidelines, the questionnaire analysis, and the comments from the respondents, we have come to a conclusion. Even though the academic portfolio can “demonstrate the personal learning highlights of students” as manifested in the core values of the 2019 Curriculum Guidelines and supported by the designers, many teachers and students feel disoriented; therefore, the portfolios are uploaded in a formalized way and thereby countering the original aim of the new curriculum guidelines.

Q4: I would purposely participate in specific clubs, camps, or activities during senior high school to make the academic portfolio more attractive to professors.

Given that we observed peers participate in specific extracurricular events to make their academic portfolios more satisfactory to universities and colleges, we designed this question to understand the views of senior high school students on this point. The average point for this question is 2.53, indicating a low correlation between academic portfolios and the statement “purposely participating in specific clubs, camps, or activities.” Besides, many respondents mentioned the association of camp activities with remote areas. We will have further description on this topic in Question 6.

Q5: I clearly understand what professors want to see in academic portfolios

As we have often seen or heard from news media or peers, the most important factor causing students to feel uncertain about the portfolio is having no idea about how universities and colleges assess their results. Hence, we designed this question to understand the views of

senior high school students on this point. The average point for this question is 1.76, and most of the respondents raised the same point,

“No idea about how to prepare the portfolio that will be accepted by professors.”

This is not only the feedback from a 12th-grade student in Taichung City, but the common view of many senior high school students.

Q6: I think the gap between urban areas and rural areas may lead to unfairness in the implementation of the academic portfolio

The gap between urban areas and rural areas is an inevitable issue in college entrance system around the world. In the “108 E-Portfolio” academic portfolio review project organized by the Department of Sociology, National Taiwan University, under the commission of the MOE⁴, they mentioned that “students of local or rural senior high schools may have the potential to demonstrate their uniqueness and reverse their competitive disadvantages in the new system of the academic portfolio and the 2019 Curriculum Guidelines.” However, in many newspapers and on social media, numerous scholars and parental organizations have concerns over the additional burden of the academic portfolio on students in remote areas. Hence, we designed this question to understand the views of senior high school students on this point and their experiences. The average point of this question is 3.50, meaning that students strongly agreed that a learning gap between urban and rural areas exists. Moreover, the average point increases to 3.60 if we excluding responds from Taipei City, New Taipei City, Taoyuan City, Taichung City, Tainan City, Kaohsiung City, Hsinchu County/City, and Chiayi County/City.

The issue that students are most concerned about in the aforementioned gap is the distribution of resources. The following is the view of a 10th-grade student from Taichung City,

“Money is needed to participate in so many camps for off-campus performances! The poverty gap will become bigger. Schools in rural areas do not have enough resources to organize activities, and opportunities for volunteering works are limited.”

Not only students in urban areas hold such perspective, students in remote areas also have the same feeling. One 11th-grade student from Taitung County said,

⁴ 108 E-Portfolio. 108 E-Portfolio: Ten Issues and Policy Proposals for Academic Portfolios. <https://www.108epo.com/results-detail.php?Key=9>

“I think this will enlarge the gap, especially in areas that lack resources. After all, participation in camps and things like that in remote areas requires a higher cost than in urban areas, and it is more inconvenient to participate in these activities there.”

A 12th-grade student from Miaoli County shared his views on this issue as follows,

“The gap between urban areas and rural areas really exists and I can feel this when I communicate with students from other regions. We lose the advantage when it comes to the intricacies of writing the academic portfolio, not to mention the experiences or courses [Miaoli County offers]... It’s very unfriendly to community high schools.”

The authorities concerned, such as the MOE, may back the idea of mitigating the gap between urban areas and rural areas by claiming “on-campus performances are more important than off-campus ones” and “remote areas can demonstrate their uniqueness through academic portfolio.” However, some respondents believed that the MOE does not understand what problems in schools in remote areas are truly facing. A 10th-grade student from Kaohsiung City shared his perspectives with us,

“Though the MOE said ‘on-campus performances are more important than off-campus ones’ to prove that gap between urban areas and rural areas do not exist, they are not the teachers who are facing the students, and they do not really understand the conditions on campuses. My school is in a relatively remote area and the activities, regardless of on-campus or off-campus, are usually and clearly not comparable to those of schools in urban areas. Moreover, if all schools have on-campus activities, what will eventually be compared is whether off-campus performance is outstanding, right?”

Finally, we held focus group interviews and tried to understand the actual experiences of 12th-grade senior high school students from Taipei City, Kaohsiung City, and Taitung City of the gap between urban areas and rural areas. The first student mentioned that his school is considered a leading high school in Taiwan, so the school possesses good connections with the top universities in Taiwan (i.e. National Taiwan University, National Yang Ming Chiao Tung University College of Medicine). Therefore, the students can take advanced placement courses in these universities before entering college.

The second student also studied at a leading high school in Kaohsiung City. She said that the 10th grade students of her school can take elective courses offered by National Sun Yat-sen University in order to enrich their academic portfolios. However, the last student from Taitung, one of the most remote counties in Taiwan, mentioned that students were asked to give up the mandatory courses under the 2019 Curriculum Guidelines since local schools found it hard to provide these courses. Eventually, the students are forced to give up taking

these courses, resulting in an impairment of their right to education. Though they were at the same age, and had the same right to learn, the disparity in resources and opportunity as extreme.

Q7: I agree that “we do not need to submit academic portfolios through designated platforms but to submit them ourselves to the department when applying for universities”

We encountered difficulties and technical obstacles when using the designated platforms. Even the problem of “batches of academic portfolios lost” was reported in September 2021⁵. Therefore, we designed this question to understand how students think about the platforms. The average point of this question is 2.91, indicating that more students do not want their academic portfolios to be stored on the platform.

According to responses from the questionnaires, we classified the questions into three aspects: upload period, file size, and information security. For the upload period and file size, we received more than 20 responses in the open-ended question, suggesting that the MOE lift the restrictions on the upload period and file size on the academic portfolio. They also suggest that the MOE should provide remedial mechanisms for works, allowing the students to revise the works after uploading to the platform. As for information security, the platforms are different depending on the schools. They are built by suppliers under commission, and significant information security issues are often ignored when they occur. For example, a 12th-grade student in Taichung City experienced that the portfolio platform of his school was easily hacked using the web-page development function to alter the data of students. Though he reported this to the school many times, attention has never been paid to this problem.

Q8: In general, I agree on the implementation effectiveness and purpose of the academic portfolio policy

This is a question with the purpose of understanding the overall opinion of students on the academic portfolio policy. The average point of this question is 1.69, indicating that an majority of senior high school students disagreed with the academic portfolio policy. This is widely divergent from the data of the survey conducted by the “108 E-Portfolio” project⁶. The data here indicated that “about 65% of the senior high school students and parents agreed

⁵ United Daily News. 25000 Academic Portfolios lost, 81 Schools and 7,000 Students Affected. <https://udn.com/news/story/122472/5771911>

⁶ 108 E-portfolio. 108 E-portfolio: Press Release of Commissioned Review Project of the Academic Portfolio. <https://www.108epo.com/results-detail.php?Key=7>

on the replacement of the old application system with the academic portfolio.” We presume that most of the parents and students participating in the project gained vested interests in the academic portfolio policy. On the other hand, students who need a channel to express their views lacked the opportunity to join the project because of information asymmetry. In the end, the data acquired under this project became an indictment of the education reform system as being deficient in overall planning and failing to reflect the interests and needs of the majority of the high school students.

To sum up, we bring up the following conclusions:

1. Academic portfolios currently are not in the position to achieve the goals of the 2019 Curriculum Guidelines within the predominantly examination-oriented education system in Taiwan.
2. Supporting measures for the academic portfolio are not coherent enough in the policy planning phase, which will create more pressure for students.
3. The MOE’s perspectives towards the academic portfolio policy fail to resonate with the majority of high school students, especially those in remote areas.

Self-directed Learning

The “self-directed learning” promoted by scholars, including Professor Hung Yung-Shan, was an important element of the reform in the 2019 Curriculum Guidelines. Senior high school students have one or two sessions a week to explore by themselves, plan their learning schedule, and come up with final projects. *Education, Parenting, Family Lifestyle*, a renowned Taiwanese magazine focusing on education, called this system “the first time in Taiwan education system that students can make decision on the topics to be learned, learn according to their own schedule, and learn in a way they plan.”

In general, we recognize the positive effects and benefits that self-directed learning brings us. However, we used the questionnaire on academic portfolio and the focus group interviews to understand the difficulties in the implementation of this policy.

First of all, the one or two periods of self-directed learning in a week are not enough for students to formulate a complete self-directed learning project. Students must spend much time after school to finish it. The time allocation between self-directed learning projects and exams is often a big challenge for students. Before Taiwan escapes the trap of the examination-oriented education system, students are required to take care of two challenges at the same time.

Moreover, most of the public schools do provide self-directed learning sessions for students, but students who do not have a long-term plan for their learning may waste their time in these sessions. In contrast, the self-directed learning sessions in private schools are next to inflexible, and though students understand the learning goals of these courses and teachers will provide guidance and assistance, the core value of “self-direction” has been eliminated.

Finally, self-directed learning may become unfair and unjust if it is implemented effectively due to a school’s location and reputation. For example, the Five Schools Alliance (the top five schools in Taipei City) provides inter-school selection of courses using self-directed learning sessions or elective courses. The convenient transportation and regional advantage enable students to connect to city and university resources. In contrast, for students in remote areas, although self-directed learning may provide opportunities to discover local features, these resources fail short of those in Taipei. How can local advantages play their roles if the students have no idea about what to do?

College Entrance Methods

Many college entrance methods are altered under the 2019 Curriculum Guidelines. We summarized the contents of the interviews and our personal experiences in the following discussion about the effect of the changes on students:

1. Include Grades in the Fifth Semester for the Star Plan

The purpose of adding student grades in the fifth semester to the Star Plan is to help the students “have more complete learning in their 12th grade.” However, this imposes a greater burden on students, because quite a few of them burn the candle at both ends for their school grades and GSAT. Also, for midterm and final exams in the fifth semester, they focus more on the preparation of the GSAT instead of courses under the new curriculum guidelines. Therefore, the reality does not match the guidance from the Joint Board of College Recruitment Commission’s press release⁷ “more complete learning during their 12th grade” has expected.

2. Postponement of the College Interview Period and the Time of Result Announcement

The intention for the postponing college interview period and result announcement was also to help the students “have more complete learning during their 12th grade.” However, this also imposes dual pressure on students who need to prepare for their interview after submitting the application and their Advanced Subjects Test, making them burn the candle at both ends again. Students have to take care of both the application and the second national exam, but they are afraid of failing on both due to insufficient preparing time.

3. Exclusion of Chinese and English Subject from Advanced Subjects Test

The MOE hoped to reduce the burdens of students, but it actually brought more pressure to students. Students cannot retake the Chinese and English subjects in the Advanced Subjects Test. Yet, universities officials directly convert the GSAT results for Chinese and English to Advanced Subjects Test results. Therefore, students who do not perform well in GSAT do not have any makeup chances except for retaking the test one year later.

4. Problematic Academic Portfolio Policy

⁷ Joint Board of College Recruitment Commission. The Standing Committee consented to include 5th semester’s grades for Star Plan. <https://reurl.cc/M0davp>

The purpose of the MOE for planning the academic portfolio was to mitigate the pressure of students for preparing the application materials in the second semester of their 12th grade. The MOE also believes the students' burdens would be reduced if they work on their academic portfolio every semester during their study at senior high schools instead of doing it in a short period of time. However, most of the universities and colleges require students to attach "description of the academic portfolios" in addition to submitting the portfolio itself. The description should contain elements such as but not limited to autobiography, personal statement, reason to apply, and future planning. We believe the "description of the academic portfolios" is almost the same as what we should prepare under the old curriculum guidelines. In addition to spending time on "description of the academic portfolios," 12th-grade students must upload academic portfolio in each semester under the new curriculum guidelines and thus do not reduce their burden.

In conclusion, the cause of many disputes encountered during the reform of the college entrance methods is that the MOE reckons that those policies can reduce students' burdens, while the reality clearly demonstrate the opposite.

Literacy

We totally agree on the nine core competencies listed in the 2019 Curriculum Guidelines. However, we believe that students cannot acquire the core competencies under the implementation of new curriculum guidelines. For students, the change in the scope of the literacy only means more “handwritten questions” in tests and incredibly long test questions for each subject. However, students cannot express their actual views in the exam. Every word we put down in the handwritten questions must match standardized answers or be deemed wrong. The longer descriptions of the test questions have been glorified as training “reading literacy.” Students must understand the meaning of the questions in a very limited time, but we believe answering questions in a rush will not truly represent their academic level. Moreover, sometimes students find it hard to interpret the meaning of the questions due to problematic logic and grammatical structure in the description of questions. If the purpose of the handwritten questions is to train the literacy and critical thinking of students, the way questions exist in test failed to realize its goal.

From our perspectives, the “literacy” emphasized in the 2019 Curriculum Guidelines is merely the ability to read, but neither the MOE nor the students want it to stop there. For example, Baccalaureate, the national exam for senior high school students in France, gives students four hours to write an essay about a specific topic for the subject of philosophy. Here are some examples of the questions, such as “Can we be aloof to art,” “Does culture make us more humane,” and “Are desires a symbol of our shortcomings.” We believe such test approaches are purposed increase students’ critical thinking skills. Such an approach not only escapes the rut of standardized answers but also provides students chances to delve deeper into specific topics or issues.

We also believe that the teaching methods and the college entrance system must be effectively reformed in order to comprehensively cultivate the core competencies of students. Teachers should not impart knowledge to students through exam-oriented approaches any more, let alone superficially changing the titles of courses or making the content of questions longer. What should be done is to train teachers how to empower students with critical thinking skills, rather than being a group of exam machines that regurgitate rote replies. To achieve this goal, the foremost priority is to modify the gateway criteria for universities in Taiwan. ***We do not support the eradication of examinations, but strongly support policies and actions that allow students to fully develop and demonstrate their academic abilities.*** In the USA, for example, students can take SAT more than once per year and the exam subjects

are limited to English and mathematics. The remaining subjects are measured by Advanced Placement or extracurricular activities. What they emphasize is not how accurately can students answer questions, how fast can they recite textbook contents, or how lucky can they get on multiple-choice questions, it is the knowledge that students have acquired on a long-term basis that matters. Their enthusiasm about their future goal and the core competencies cultivated over the past years would represent their real capabilities, whether academically or not. If we ask if students from European and American countries have an easier time learning, the answer is no. However, if we ask whether the skills and knowledge they have acquired during their K-12 learning phase are more diverse than what we have learned, or if they have richer literacy skills, the answer is undoubtedly yes.

Conclusion

Being first-year students studying under the 2019 Curriculum Guidelines, we were disoriented and frustrated. The confusion and anger comes from the plan-lacking academic portfolio policy, the limited resources and time on self-directed learning projects, and the enormous gap between the difficulty levels between textbooks and national exams.

We see that students from remotes area are forced to give up learning mandatory courses; we also see that students in urban areas are entitled to connect with leading universities in Taiwan. We see our classmates and friends making Herculean efforts on their academic portfolios, unwillingly serving as volunteers, or partaking in activities to pursue a decent-looking resume. We also see students wholeheartedly casting around, seeking the direction toward their future, trying to make themselves meet the entrance requirements for universities.

We have witnessed the “gap between urban areas and rural areas” and “arms race,” which the initiators of the 2019 Curriculum Guidelines expected us to ignore the so-called “biases.” For us, however, these are not biases but facts that are happening right now.

As for the problem happening now, we see the initiators of the new curriculum staying inside the ivory tower, merely surveying the vested students who utterly back the academic portfolio policy; we also see some professors demanding students to understand more about the requirements of universities, but ignoring the problems senior high schools are facing.

We would like to wholeheartedly invite these scholars to step into classrooms on every campus, understand how the “core values” of the 2019 Curriculum Guidelines are implemented and face each and every problem created by their policies and decisions. We hope the authorities realize the students with whom they collaborate are usually considered to be “elites” who are often invested in siding with the powers-that-be, and they are able to adapt themselves to all sorts of changes. That is, students who are not having to struggle as other students struggle. ***However, a well-established system should not merely serve the students at the top of the pyramid. Conversely, the education system should ensure opportunities for students at all levels to fully showcase their ability, and thereby cultivate professions in all fields.***

We recognize the ideas of the new curriculum guidelines’ vision, and totally understand the inevitable difficulties encountered when a new system is just brought into practice. We hereby request the MOE to adopt roll planning methods on education reforms, but keep in mind the students’ sacrifice. Our unquenchable flame of pursuing better education will never die, and we sincerely pray that the darkest night will end and the sun will rise.

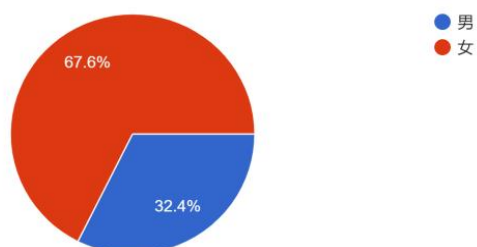
Appendix 1: Questionnaires Responses

學習歷程檔案問卷回覆結果

本問卷共收回1,087分回覆
分點量表1~4點為非常不同意到非常同意

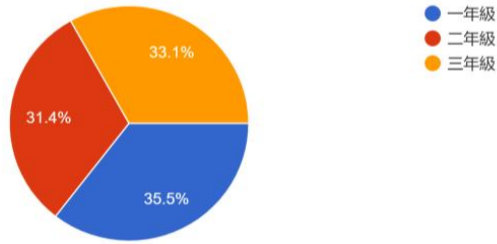
學習歷程檔案問卷回覆結果	Responses of the Questionnaire on Academic Portfolios.
本問卷共收回 1087 分回覆	A total of 1,087 responses were received.
分點量表 1~4 點為非常不同意到非常同意	A score of 1 means strongly disagree while a score of 4 means strongly agree.

生理性別
1,087 則回應



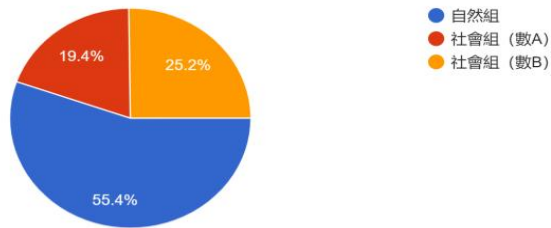
生理性別	Biological sex
1087 則回應	1,087 responses
男	Male
女	Female

所屬年級
1,087 則回應



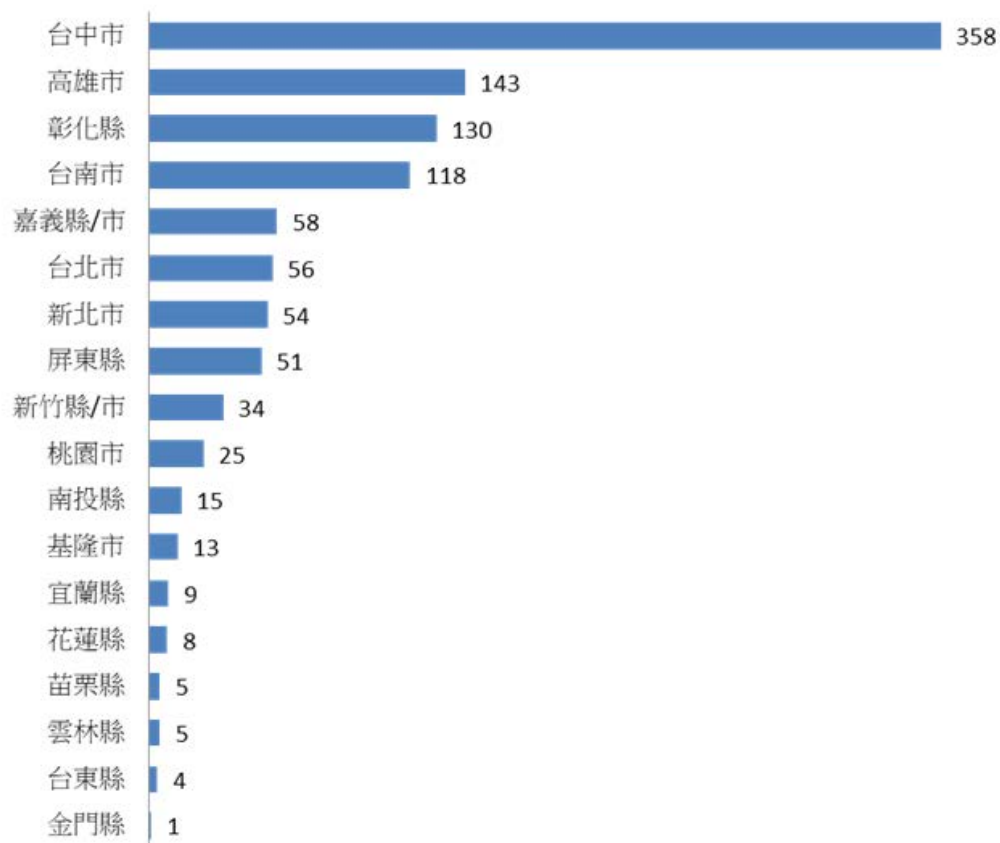
所屬年級	Grade
1,087 則回應	1,087 responses
一年級	10th grade
二年級	11th grade
三年級	12th grade

分流組別 (高一學生免答)
706 則回應



分流組別(高一學生免答)	Grouping by tracks (not applicable to 10th grade students)
706 則回應	706 responses
自然組	Science track
社會組(數 A)	Social science track (Math A)
社會組(數 B)	Social science track (Math B)

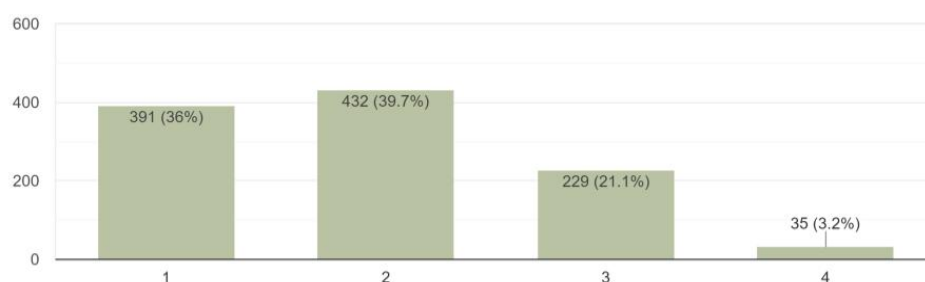
所在縣市：



所在縣市	County/City of Residence
台中市	Taichung City
高雄市	Kaohsiung City
彰化縣	Changhua County
台南市	Tainan City
嘉義縣/市	Chiayi County/City
台北市	Taipei City
新北市	New Taipei City
屏東縣	Pingtung County
新竹縣/市	Hsinchu County/City
桃園市	Taoyuan City
南投縣	Nantou County
基隆市	Keelung City
宜蘭縣	Yilan County
花蓮縣	Hualien County
苗栗縣	Miaoli County
雲林縣	Yunlin County
台東縣	Taitung County
金門縣	Kinmen County

高中學習歷程檔案的製作過程有助於我的個人成長

1,087 則回應

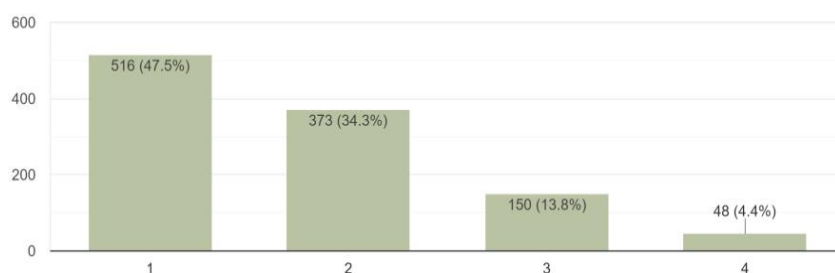


平均數：1.91

高中學習歷程檔案的製作過程有助於我的個人成長	Preparation of the academic portfolio at senior high schools is helpful for my personal development
1087 則回應	1,087 responses
平均數：1.91	Average point: 1.91

我在高中時就能明白自己的志向並能完整製作相關學習歷程

1,087 則回應

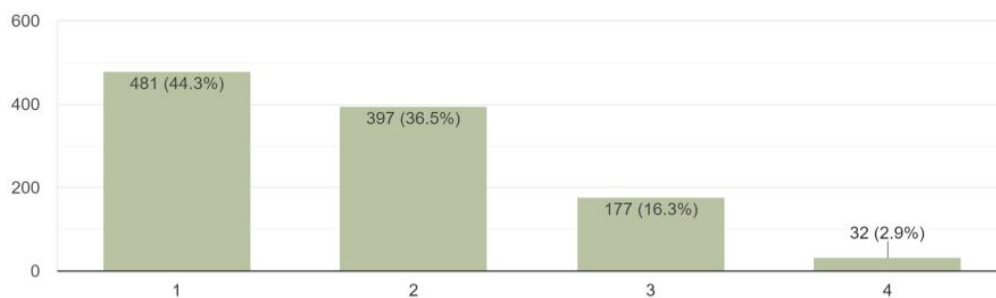


平均數：1.75

我在高中時明明就能明白自己的志向並能完整製作相關學習歷程	I know my future goals during senior high school, and can prepare complete comprehensive academic portfolios on my own
1087 則回應	1,087 responses
平均數：1.75	Average point: 1.75

我認同教育部所說的學習歷程能夠「呈現學生個人學習特色亮點」

1,087 則回應

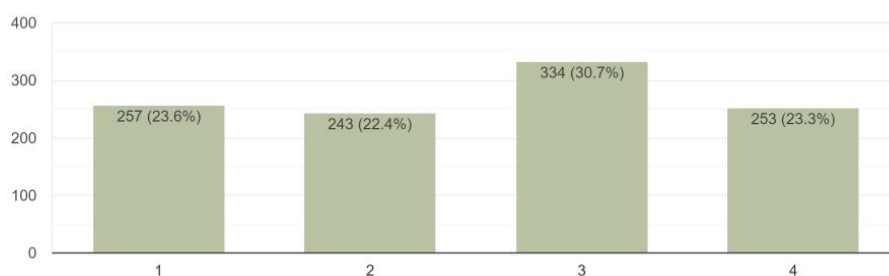


平均數：1.78

我認同教育部所說的學習歷程能夠「呈現學生個人學習特色亮點」	I agree with the MOE's statement that the academic portfolio can "demonstrate the peculiarity of the students"
1087 則回應	1,087 responses
平均數：1.78	Average point: 1.78

我在高中時會刻意參加特定社團、營隊或活動等以增加學習歷程檔案對教授的吸引力

1,087 則回應

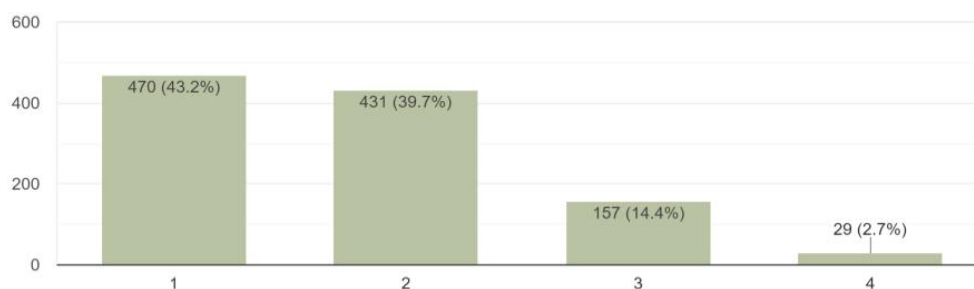


平均數：2.53

我在高中時會刻意參加特定社團、營隊或活動等以增加學習歷程檔案對教授的吸引力	I would purposely participate in specific clubs, camps or activities during senior high school to make the academic portfolio more attractive to professors
1087 則回應	1,087 responses
平均數：2.53	Average point: 2.53

我能清楚明白在學習歷程檔案裡教授所要看到的內容為何

1,087 則回應

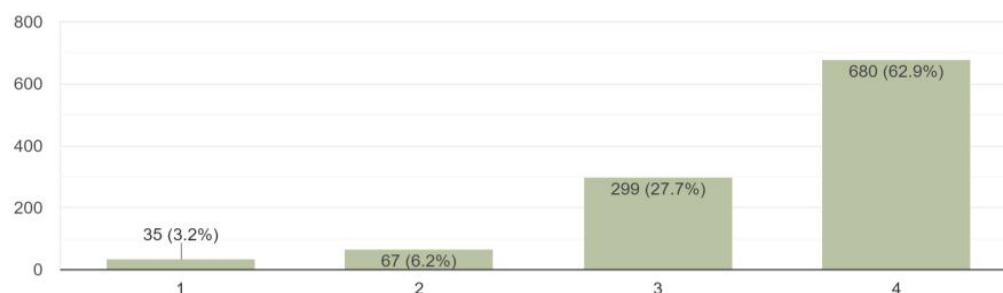


平均數：1.77

我能清楚明白在學習歷程檔案裡教授所要看到的內容為何	I clearly understand what professors want to see in academic portfolios
1087 則回應	1,087 responses
平均數：1.77	Average point: 1.77

我認為城鄉/貧富差距會造成學習歷程檔案實施的不公平

1,081 則回應

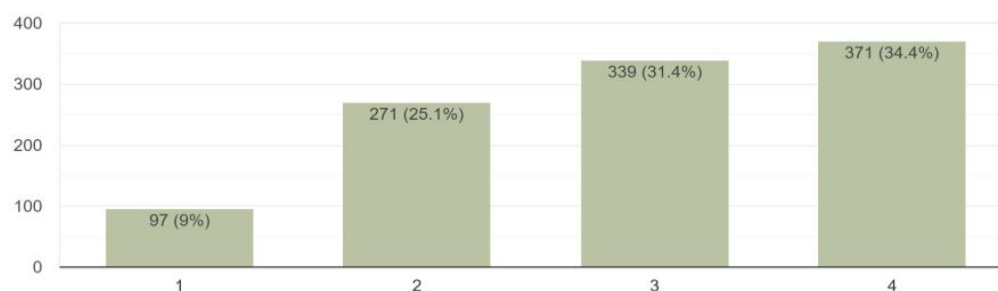


平均數：3.50

我認為城鄉/貧富差距會造成學習歷程檔案實施的不公平	I think the gap between urban areas and rural areas may lead to unfairness in the implementation of the academic portfolio
1081 則回應	1,081 responses
平均數：3.50	Average point: 3.50

我認同「學習歷程檔案不需要統一平臺繳交，而是在申請大學時自行提交給各校系」

1,078 則回應

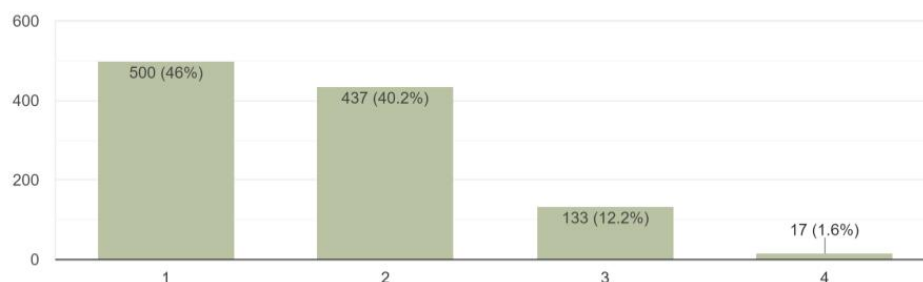


平均數：2.92

我認同「學習歷程檔案不需要統一平臺繳交，而是在申請大學時自行提交給各校系」	I agree that “we do not need to submit academic portfolios through designated platforms but to submit them ourselves to the department when applying for universities”
1078 則回應	1,078 responses
平均數：2.92	Average point: 2.92

總體而言，我認同學習歷程檔案實施的效果和目的

1,087 則回應



平均數：1.69

總而言之，我認同學習歷程檔案實施的效果和目的	In general, I agree on the implementation effectiveness and purpose of the academic portfolio policy
1087 則回應	1,087 responses
平均數：1.69	Average point: 1.69

If you have other opinions regarding the academic portfolio, feel free to share your thoughts with us:

相關回應摘要

我認為從高一開始要求製作學習歷程實在太早，因為這時候大部分的學生都尚未了解自己的志向和目標科系，這樣的結果就是學生必須上傳更多科的學習歷程以因應「未來可能」的選擇。再者，總會有部分學生的大考失常導致成績與理想科系有所落差，不得不退而求其次選擇其他科系，若學生三年來的學習歷程沒有符合科系的要求，則會使他們在升學管道裡處於劣勢。

希望可以對現在坊間有些業者販賣學習歷程一事加強處罰 這對自己做的不公平

學習歷程檔案只會增加貧富差距，弱勢的學生們無法像出生在上流頂尖的人一樣擁有較多資源分配。甚至優渥條件的家庭會花錢請人幫忙製作豐富的學習歷程，對弱勢學生非常不利。教育部該利誘改革的，是無法流動的社會階級，而非加劇貧富差距。

建議可以改到高三再勾選全部的學習歷程，因為這樣學生的目標科系較明確，所選的學習歷程較能符合所需

相關回應摘要	Summary of Responses
<p>我認為從高一開始要求製作學習歷程實在太早，因為這時候大部分得學生都尚未了解自己的志向和目標科系，這樣的結果就是學生必須上傳更多科的學習歷程以因應「未來可能」的選擇。再者，總會有部分學生的大考失常導致成績與理想科系有所落差，不得不退而求其次選擇其他科系，若學生三年來的學習歷程沒有符合科系的要求，則會使他們在升學管道裡處於劣勢。</p>	<p>I think it is too early for us to make academic portfolios in 10th grade, for the reason that most of the students still don't know what their future goals are and what department they will be interested to apply for. The result of this issue is that students may have to upload more academic works to respond to their "future possible choices" of college and department. On the other hand, there will always be some students who play under par on their college entrance exam, which may lead to the consequence that they could only apply for other departments than their first choices. The students may be placed at disadvantages in this situation, with their prepared academic portfolios becoming useless.</p>
<p>希望可以對現在坊間有些業者販賣學習歷程一事加強處罰 這對自己做的不公平</p>	<p>I hope harsher punishment can be imposed on the suppliers who sell elaborate-designed academic portfolios on the market, because this is unfair to the students who have prepared their portfolios by themselves.</p>
<p>學習歷程檔案只會增加貧富差距，弱勢的學生們無法像出生在上流頂尖的人一樣擁有較多資源分配。甚至優渥條件的家庭會花錢請人幫忙製作豐富的學習歷程，對弱勢學生非常不利。教育部該利誘改革的，是無法流動的社會階級，而非加劇貧富差距。</p>	<p>Academic portfolios only widen the wealth gap. Underprivileged students are unable to receive abundant resources like those who were born with a silver spoon. In particular, some rich families even spend money and hire 'professionals' to prepare their children's portfolios with rich and appealing content, which is adverse to underprivileged students. What the MOE should be dedicated to is improving the issue of the impossibility of social mobility, instead of worsening the issue.</p>

建議可以改到高三再勾選全部的學習歷程，因為這樣學生的目標科系較明確，所選的學習歷程較能符合所需。

I suggest leaving the process of checking the uploaded academic portfolios to the college to 12th grade. Since students at that time would be clearer to their interested department, and that the portfolios they choose to upload would be more cater to their needs.

相關回應摘要

高一時聽到的說明是學習歷程本意為紀錄高中階段學習探索、成長之過程，但高二、三時開始出現越來越多老師、教授談論如果寫好一份完美的學習歷程，怎樣教授會喜歡、願意看，慢慢感覺好像已經從單純的紀錄探索、成長變成想方設法的符合教授所期待之作品，同時很納悶一個人教授可能也只會花幾分鐘快速看過所提交的學習歷程這點，若追求少量的內容那原先的備審不就符合嗎？如果大量內容真的需要很多時間會看不完不就證明應該減少課程跟多元要看的項目嗎？最後還有一點各校系簡章應該實施屆高一時就該公布，我們這屆高三時才公布簡章，上面才明確說明各校系課程跟多元指定要看哪些項目，應該在高一時就先說明清楚，也讓學生有準備方向

大學申請入學第一階段還是都看成績，成績過了才進到看學習歷程檔案的第二階段，這樣的制度其實給高中生壓力蠻大的，因為你同時要顧成績又有做不完的報告，原本可以休息的時間就不多了現在還要擔心報告做不完因為有上傳截止日。我覺得可以把每學期的上傳截止日取消掉，改在學測後一週截止，有人可能會擔心這樣學測完在做就好了但三年累積的內容絕對超過一週內趕出來的內容。而且學習歷程檔案不一定能反應出一個學生的特色跟優點和價值，在北部其實有很多補習班是在幫忙做學習歷程的，還有很多營隊跟活動都要費用那對於經濟沒那麼好的家庭無疑又是一個負擔。

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School grades are decisive at the first college entrance stage, and only the students whose college entrance exam grades surpass the standard of each college can enter the second stage when the professors will read through the submitted academic portfolios. This system, in fact, imposes much pressure on the students because we not only have to take care of our grades but prepare endless papers at the same time. The rest time is not much and now we have to worry about the papers because there is a deadline for us to upload. I think the upload deadline in a semester can be removed and postponed to a week after the GSAT. Maybe some people may worry that students only start the preparation after the GSAT, but the contents accumulated over three years exceed what can be generated within a single week, don't they? Academic portfolios may not necessarily reflect the features, advantages and values of a student. In northern Taiwan, many cram schools actually help students prepare portfolios. Furthermore, there will always be fees that must be paid to participate in many extracurricular camps and activities. This is an additional burden for the families without good financial situations.

相關回應摘要

就有點硬要：以客觀來說或許這是教育部那邊覺得這樣能督促學生在3年中分配時間做事進而減少學生在高三時一口氣迎來的大筆壓力。但對我自己主觀一點來說，我們學校在高雄蠻偏僻的地方即便教育部說：「校內表現大於校外」來證明他們覺得沒有城鄉差距，但畢竟他們不是第一線的老師也沒辦法真的知道第一線的狀況；我在這邊相對偏僻的學校所以校內活動時常遠遠比不上市中心學校的活動不論是校外亦或者是校內，況且如果校內活動是每間學校都有的話那麼到最後還不是在比有沒有精彩的校外表現嗎？然後可能是因為我才高一吧所以目前真的沒有特別感受到學校歷程能讓我什麼，就是按照老師的要求把東西丟上去然後說一點有點做作的話而已，我真的感到蠻微妙甚至說有點為了做而做的感覺，我真的不知道我能在這之中學到什麼？能有什麼新的洞見？但針對這些問題說實在話的怎麼改都好像有一點點治根不治本，但我也不知道能怎麼做或者如何去做，所以藉此表單發表一下意見XD

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常遠遠比不上市中心學校的活動不論是校外亦或者是校內，況且如果校內活動是每間學校都有的話那麼到最後還不是在比有沒有精彩的校外表現嗎？然後可能是因為我才高一吧所以目前真的沒有特別感受到學校歷程能讓我知道些什麼，就是按照老師的要求把東西丟上去然後說一點有點做做的話而已，我真的感到蠻微妙甚至說有點為了做而做的感覺，我真的不知道我能在這之中學到什麼？能有什麼新的洞見？但針對這些問題說實在話的怎麼改好像都有一點點治根不治本，但我也不知道能怎麼做或者如何去做，所以藉此表單發表一下意見 XD

campus ones' to prove that gap between urban areas and rural areas do not exist, they are not the teachers who are facing the students, and they do not really understand the conditions on campuses. My school is in a relatively remote area and the activities, regardless of on-campus or off-campus, are usually and clearly not comparable to those of schools in urban areas. Moreover, if all schools have on-campus activities, what will eventually be compared is whether off-campus performance is outstanding, right?" Perhaps it is because I am still at 10th grade, I haven't seen any improvements brought by the academic portfolios on myself. I just simply do whatever the teachers told me to do and use some affected phrases and sentences to adorn my papers. I feel like I was only doing this for the application of college, not improving my abilities, especially when I don't even know what I can learn from this? What new insights I can get from this? To be honest, I think however changes we make, it'll only improve the minor issues of this system. However, I don't have any idea of what should we do and how should we do, so I just write down my opinions here. Haha.

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This new system is very unclear and uncertain for the first students of 2019 curriculum guidelines. No one knows how to do and the College Entrance Examination Center only gives a vague definition. The practices and interpretations are different between schools and teachers, making it impossible for us to know what it is that the university and college professors want. There are occasional news reports on the criteria and emphases that the professors of top universities care about, but this is also fragmentary information. Anyways, the idea is good, but the implementation is chaotic and inconsistent.

相關回應摘要

學習歷程就是個拉大貧富/城鄉差距的失敗政策，只要家長有錢，參加營隊等等，每間學校或老師自己提供讓學生做歷程的資源也差很多。明星高中、社區高中、偏鄉學校就有很大資源的差別，有些老師上課認真，準備報告或思路給學生，那課程學習成果就會很豐富，但有些老師就只會上課內又瘋狂趕課，即便那科目很重要，也只能自己硬生出個沒什麼內容的課程學習成果。此外，很多大學端也都說的不清楚，這樣讓學生們如何準備資料？即使很多校系都說不看你參加的營隊、社團等等，但到頭來那也許是些官話，會吸引教授目光的也就那些成績、經歷、競賽吧？而且自從108課綱實施後，很多醫學、科學、辯論等學業性社團人數都爆滿，很明顯就是參加給教授看的，學生根本就不敢去參加自己真正有興趣的社團。

而且真正在高中就清楚自己未來志願的學生根本少之又少，又是要怎麼準備歷程呢，沒有目標的人怕自己到時候會沒有資料，只能在寒暑假時每科都至少做一個，又有考試、輔導課的夾擊，自主學習也只會是在規定的課上做（除非做不完）。學生就是去揣摩教授想要看到什麼，精美的展現出來，只是虛假的外表罷了，根本不是自我探索/成長，而是做給他人看的表面，而且平時課業就很重，很多人就像喪屍般盲目的做學習歷程。個人成長？都快要被壓到喘不過氣了

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	<p>have specific goal will be worrying about their portfolios, which leads to the result of doing at least one paper for each subject in winter and summer vacations, and they also have to respond to exams, long-time school day, and Self-directed Learning. Student would only fathom what the professors want to see, and present it elaborately. It's definitely not self-exploration and self-development, but a deceptive work that was only made to impress others. Furthermore, we are already facing the pressure placed by the school works, many people are just making their academic portfolios blindly like zombies. Self-development? We have been overwhelmed by all of this.</p>
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相關回應摘要

學習歷程老實說真的很沒什麼意義。私立學校可以幫忙製作學習歷程，公立學校毛都沒有。學校所開的多元選修會因為各間學校不同，建國中學有的課程會跟其他偏鄉高中不會一樣，也不會多元。學歷歷程的多元學習部分，尤其是各校安排的自主學習，說好聽一點是讓學生探索自己的興趣，但事實上也只是增加學生壓力來源。儘管必修學分數變低，學習總時數還不是一樣多，學生很難做到所謂的課外學習及探索。大家都說108課綱範圍變少，但事實上跟舊課綱大同小異，相較於舊課綱的學長姐們，我們的課都被拿去多元選修跟自主學習了。知識尚未紮根，卻又學了一堆零散的知識，樣樣都會一點其實就等於什麼都不會。學習歷程長遠看來，會使社會流動不易，有失教育公平性，例子我在前四行說明了。

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	<p>Guidelines has been narrowed, but, in fact, it is not much different from the old curriculum guidelines. Unlike the students of the previous curriculum guidelines, our classes are used for elective courses and self-directed learning. We learned a bunch of fragmentary knowledge, while the basic academic abilities have not yet been cultivated, leading to the consequence of the student developing nothing for their growth.</p> <p>Academic portfolios will result in the difficulty of social mobility in the long term, losing the fairness of education, as my examples provided above express.</p>
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相關回應摘要

除了以上的問題以外，最大的問題應該是規定在每學期繳交，其實會浪費學生的時間，對於成績很看重的人，他們自然會想將現在的精力和時間都投注在讀書上，學習歷程檔案立意是好的，但是也造成學生的困擾。再者，如英檢、營隊或是特定的課程，學生也會為了學習歷程而特別去做，對於一些資源比較匱乏的地區，我認為是擴大城鄉差距，畢竟在偏遠地區參加營隊之類的，成本會比在都市來得高，也更加不方便。

學習歷程讓108課綱的高中生變得更加忙碌，除了要讀書還要抽空參加各種活動和做報告，對於尚未有明確志向的人，學習歷程更像是強迫他們在高一就找到自己的生涯發展方向，此外學習歷程也使城鄉差距擴大，不是個妥善的政策。

學習歷程檔案期限應該隨時開放，不定期限。學生在平常根本沒空弄歷程，因為現在的教育體系根本就沒變，依然考試至上，歷程再好，也是先看分數有沒有到，若分數不到，誰看歷程？學生的學習歷程很多都是在寒暑假趕出來的，但假期隔兩周左右就要截止，易導致產出不佳。

相關回應摘要	Summary of Responses
<p>除了以上的問題以外，最大的問題應該是規定在每學期繳交，其實會浪費學生的時間，對於成績很看重的人，他們自然會想將現在的精力和時間都投注在讀書上，學習歷程檔案立意是好的，但是也造成學生的困擾。</p> <p>再者，如英檢、營隊或是特定的課程，學生也會為了學習歷程而特別去做，對於一些資源比較匱乏的地區，我認為是擴大城鄉差距，畢竟在偏遠地區參加營隊之類的，成本會比在都市來得高，也更加不方便。</p>	<p>In addition to the aforementioned problems, the most serious one is probably that they required students to submit papers every semester. This waste the time of students, and the students who value their school grades will naturally invest their energy and time in studying. Academic portfolios have good intentions, but they cause confusions for students as well.</p> <p>In addition, students purposely participate in English proficiency tests, camps or specific classes for their portfolio. I think this will worsen the gap between urban areas and rural areas in area lacking resources. After all, participation in camps and things like that in remote areas requires higher costs than that in urban areas, and it is more inconvenient to attend these activities there.</p>
<p>學習歷程讓 108 課綱的高中生變得更加忙碌，除了要讀書還要抽空參加各種活動和做報告，對於尚未有明確志向的人學習歷程更像是強迫他們在高一就找到自己的生涯發展方向，此外</p>	<p>Academic portfolios make senior high school students under the 2019 Curriculum Guidelines busier. In addition to studying, they have to find time to participate in activities and prepare reports. For students who do not have clear future goals,</p>

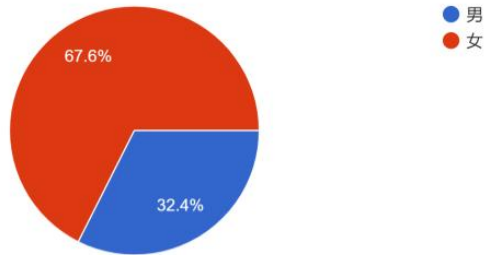
<p>學習歷程也使城鄉差距擴大，不是個妥善的政策。</p>	<p>academic portfolios seem more likely to force them to find a direction for their career development during their 10th grade. The system also widens the gap between urban areas and rural areas, so it is neither a good nor a comprehensive policy.</p>
<p>學習歷程檔案期限應該隨時開放，不定期限。學生在平常根本沒空弄歷程，因為現在的教育體系根本就沒變，依然考試至上，歷程再好，也是先看分數有沒有到，若分數不到，誰看歷程?學生的學習歷程很多都是在寒暑假趕出來的，但假期隔兩周左右就要截止，易導致產出不佳。</p>	<p>There should not be a deadline for the academic portfolio, and the time should be open. Students have no time to prepare portfolio because the current education system remains the same and examination- oriented. School grades are the prerequisite no matter how good the portfolios are. They have no chance to be seen if the school grades do not meet the requirements. Many students prepare their portfolios during the summer and winter vacations, and the deadline within two weeks after the vacation may easily lead to unsatisfactory portfolios.</p>

課本編排問卷回覆結果

本問卷共收回543份回覆
分點量表1~4點為非常不同意到非常同意

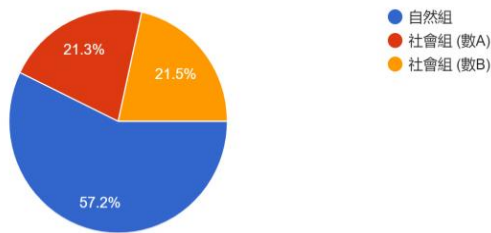
<p>課本編排問卷回覆結果</p>	<p>Responses of the Questionnaire on Compilation of Textbooks.</p>
<p>本問卷共收回 543 份回覆</p>	<p>A total of 543 responses were received.</p>
<p>分點量表 1~4 點為非常不同意到非常同意</p>	<p>A score of 1 means strongly disagree while a score of 4 means strongly agree.</p>

生理性別
543 則回應



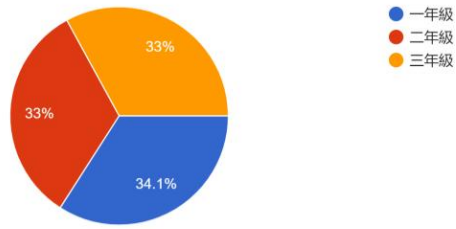
生理性別	Biological sex
543 則回應	543 responses
男	Male
女	Female

分流組別 (高一免答)
362 則回應



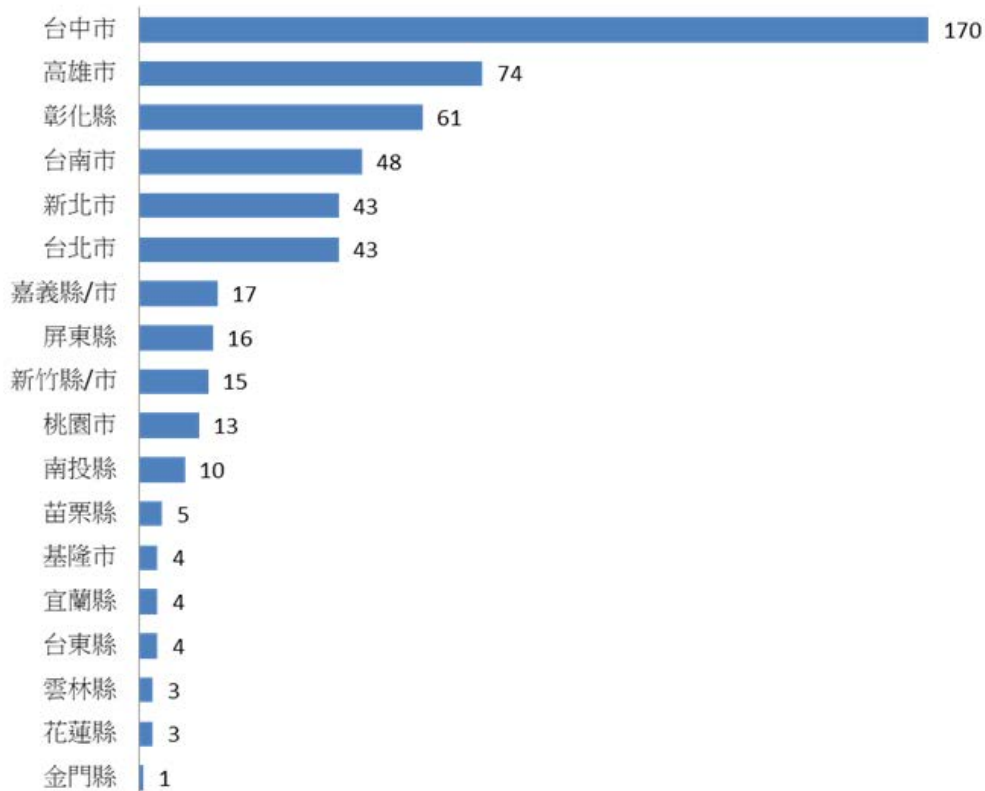
分流組別(高一免答)	Grouping by tracks (not applicable to 10th grade students)
362 則回應	362 responses
自然組	Science track
社會組(數 A)	Social science track (Math A)
社會組(數 B)	Social science track (Math B)

所屬年級
543 則回應



所屬年級	Grade
543 則回應	543 responses
一年級	10th grade
二年級	11th grade
三年級	12th grade

所在縣市：



所在縣市	County/City of Residence
台中市	Taichung City
高雄市	Kaohsiung City
彰化縣	Changhua County

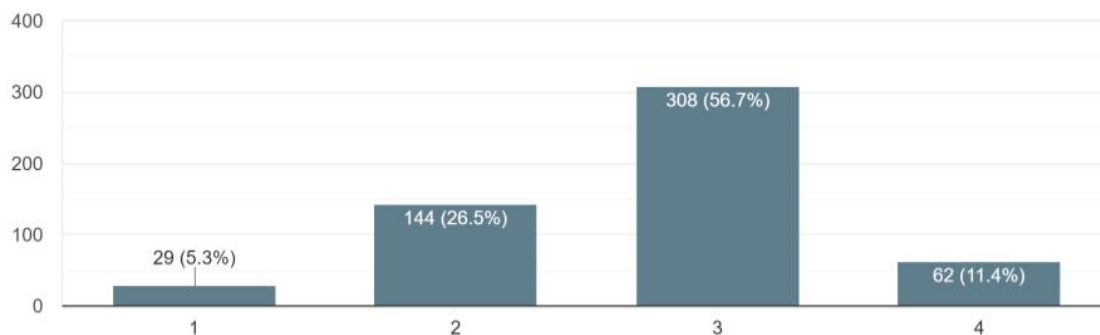
台南市	Tainan City
新北市	New Taipei City
台北市	Taipei City
嘉義縣/市	Chiayi County/City
屏東縣	Pingtung County
新竹縣/市	Hsinchu County/City
桃園市	Taoyuan City
南投縣	Nantou County
苗栗縣	Miaoli County
基隆市	Keelung City
宜蘭縣	Yilan County
台東縣	Taitung County
雲林縣	Yunlin County
花蓮縣	Hualien County
金門縣	Kinmen County

國文課本

國文課本	Chinese Literature Textbooks
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我認同該科目的選文或選材

543 則回應

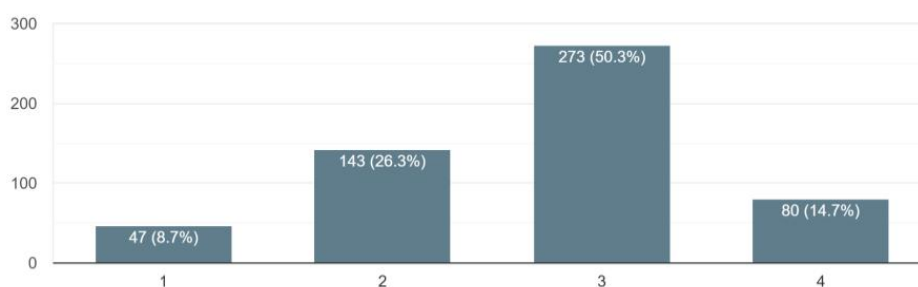


平均數：2.74

我認同該科目的選文或選材	I agree with the selection of the literature or teaching materials for the subject
543 則回應	543 responses
平均數：2.74	Average point: 2.74

我認同該科目的教材編排方式

543 則回應

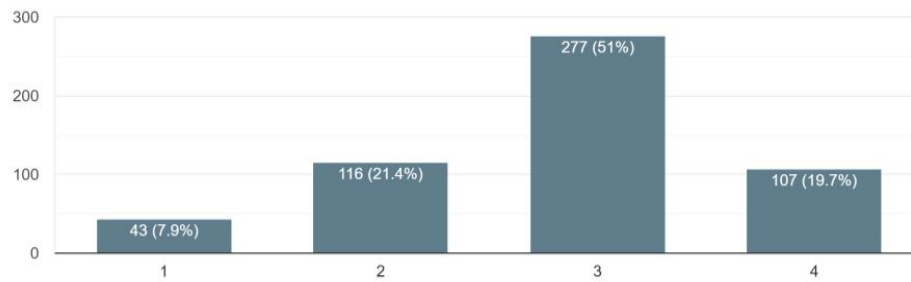


平均數：2.71

我認同該科目的教材編排方式	I agree with the compilation of the teaching materials for the subject
543 則回應	543 responses
平均數：2.71	Average point: 2.71

我認同該科目的難易度適中

543 則回應

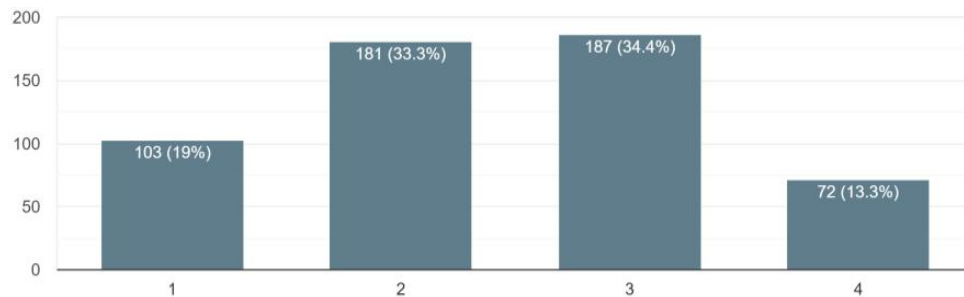


平均數：2.83

我認同該科目的難易度適中	I agree that the difficulty of the subject is reasonable
543 則回應	543 responses
平均數：2.83	Average point: 2.83

我認同修習該科目教材有助於我應試學測

543 則回應

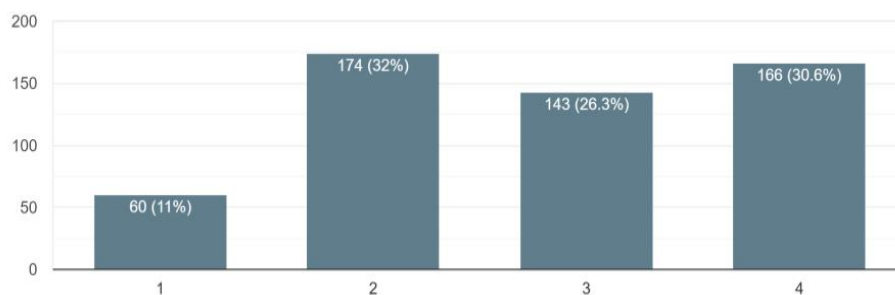


平均數：2.42

我認同修習該科目教材有助於我應試學測	I agree that studying the teaching materials of the subject is helpful for my performance in GSAT
543 則回應	543 responses
平均數：2.42	Average point: 2.42

我認為該科目可減少手寫題(素養題)份量

543 則回應

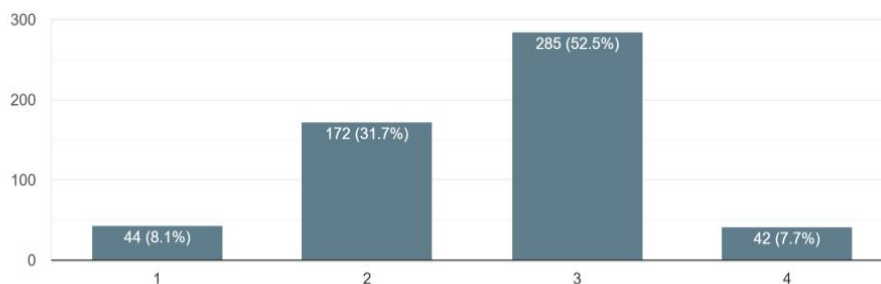


平均數：2.76

我認同該科目可減少手寫題(素養題)份量	I agree that the weight of the handwritten questions (literacy questions) can be reduced for the subject
543 則回應	543 responses
平均數：2.76	Average point: 2.76

整體而言，我認同該科目整體安排

543 則回應



平均數：2.60

整體而言，我認同該科目整體安排	In general, I agree with the overall arrangement of the subject
543 則回應	543 responses
平均數：2.60	Average point: 2.60

相關回應摘要

高一時的編排是文言文大於白話文，而高二時卻是白話文與文言文存在著差不多分量，所以若就針對學生來講，學習成績與學習效果多多少少會受影響：變相得對於長篇之白話文理解程度較弱。究竟台灣現代教育需不需要文言文的存在？可能依舊待討論。

雖然刪去了30篇古文中剩餘的15篇，學生在日常小考或學測仍須面對大比例的文言文，讓課本學習內容與考試連結更為降低。此外，強調白話文的文本閱讀測驗，課本所選之文卻又過於簡單好瞭解，造成考試難度與平常所學差異甚大。

文白比例的部分我沒意見，但本土古文那幾篇寫的有夠爛居然還選進去，反而把像勸學、原君這些真正寫的好文章刪掉，我看不出這樣如何提升學生的國文能力

文言文在課本上出現的次數與學測考題中的數量差距過大，導致學生在考試時很容易對課本編排感到不滿意

相關回應摘要	Summary of Responses
高一時的編排是文言文大於白話文，而高二時卻是白話文與文言文存在著差不多分量，所以若就針對學生來講，學習成績與學習效果多多少少會受影響：變相得對於長篇之白話文理解程度較弱。 究竟台灣現代教育需不需要文言文的存在？可能依舊待討論。	The weight of classical Chinese was heavier than that of vernacular Chinese in the compilation when I was in the 10th grade. Now in my 11th grade, classical Chinese has a similar weight to vernacular Chinese. Hence, the learning result and effectiveness will be more or less affected for the students: the ability to comprehend long vernacular Chinese writing becomes weaker. Should classical Chinese exist in the modern education in Taiwan? This may be an issue that still requires further discussion.
雖然刪去了30篇古文中剩餘的15篇，學生在日常小考或學測仍須面對大比例的文言文，讓課本學習內容與考試連結更為降低此外，強調白話文的文本閱讀測驗，課本所選之文卻又過於簡單好瞭解，造成考試難度與平常所學差異甚大。	Though 30 classical Chinese writings have been deleted with 15 pieces left, students must still face a large amount of classical Chinese articles in mid-term examinations and GSAT, and the connection between the contents of the textbooks and the tests is further reduced as a result. In addition, for the reading tests that emphasize the vernacular Chinese texts, the literature selections in the textbooks are too simple and easy to comprehend, resulting in a great difference in the difficulty between the tests and what we have learned in class.
文白比例的部分我沒意見，但本土古文那幾篇寫的有夠爛居然還選進去，反而把像勸學、原君這些真正寫的好文章刪掉，我看不出這樣如何提升學生的國文能力	I have no comments about the percentage of the vernacular and classical Chinese texts. However, those local classical literature writings are terrible while they are still been added to the textbooks. On the contrary, the really outstanding writings such as “An Exhortation to Learning” and “Yuan Jun” have been deleted. I do not know how this can improve the Chinese proficiency of students.
文言文在課本上出現的次數與學測考題中的數	There is a great difference between the percentage of classical Chinese writings in the textbooks and

量差距過大，導致學生在考試時很容易對課本編排感到不滿意。

that of questions on the GSAT, causing students becoming unsatisfied with the compilation of the textbooks during examinations.

相關回應摘要

我認為課本可以納入各種文章，但應該解釋文章本身重大的邏輯問題 e.g. 鹿港沉浮記而關於學測，個人並不認為那是編排國文課本的主要目標.....反而是先有課本教材才有考試.....嗎？總之，我不覺得編排課本應該只為考試而設計，應該有生命教育、文學素養培育等考量手寫題我希望提出不同看法。我覺得現在這種有標準答案的手寫題無助於批判思考或素養培育。只是要學生把選擇題選項寫出來罷了。應該調整出題方向，把真正的素養考出來

我認為國文課本在台灣近代文學的編排上似乎有些混亂，有很多近代作家的作品，都不像文言文等文章有著嚴謹的時間脈絡，有些課文也有斷章取義之嫌（不好意思我舉國中課文：母親的教晦）

文言文刪去許多具有高度價值的原15（或30）篇選文，若能夠替換文學藝術與教育內涵等價值相當之選文還可接受，但事實上個人認為被替換掉的選文在教學意義上比新選文高出太多，此舉恐怕有利弊失衡的反效果。素養題雖然能夠有效提升學生在閱讀量與建構想法的能力，但評分標準與參考答案多有不合宜之處，以個人經驗推測，容易造成學生在此科目的優劣差距擴大，也可能限縮學生在思考問題的角度與面向，長遠來看，為了符合參考答案而訓練出的答題模式，將會導致整體思考能力的活躍度、靈活度、彈性甚至創意等各方面失靈，我認為是得不償失，因此目前的試題模式仍有很大的調整空間。

相關回應摘要	Summary of Responses
我認為課本可以納入各種文章，但應該解釋文章本身重大的邏輯問題 e.g.鹿港沉浮記而關於學測，個人並不認為那是編排國文課本的主要目標反而是先有課本教材才有考試.....嗎？總之，我不覺得編排課本應該只為考試而設計，應該有生命教育、文學素養培育等考量手寫題我希望提出不同看法。我覺得現在這種有標準答案的手寫題無助於批判思考或素養培育。只是要學生把選擇題選項寫出來罷了。應該調整出題方向，把真正的素養考出來	I think the textbooks can contain different writings, but the major logical problems in the essays themselves must be explained. "On a Bamboo Raft in Lukang" is an example. As for the GSAT, I do not think it is the goal that the Chinese textbooks should be compiled for. Shouldn't the teaching materials be leading the tests? In short, I do not think textbooks should be compiled for the tests. The design of a textbook should have the considerations of life education and literacy in literature as well. For the part of handwritten questions in tests, I want to raise a different view. I think these kinds of handwritten questions with standard answers are not helpful for critical thinking or cultivation of literacy. Students only need to write down the options with reference to the multiple-choice questions. The questions should be adjusted with respect to the direction of their design to actually test the students' literacy.
我認為國文課本在台灣近代文學的編排上似乎有些混亂，有很多近代作家的作品，都不像文言文等文章有著嚴謹的時間脈絡，有些課文也有斷章取義之嫌（不好意思我舉國中課文：母親的教晦）	I think the Chinese textbooks seem unsystematic in the compilation of contemporary Taiwanese literature. Many of the works of the authors do not have strict temporal context like the classical Chinese writings; some texts seem to contain misinterpretations out of context. (Please allow me to take an example from a junior high school textbook: Mother's Teachings.)
文言文刪去許多具有高度價值的原 15（或 30）篇選文，若能夠替換文學藝術與教育內涵等價值相當之選文還可接受，但事實上個人認為被替換掉的選文在教學意義上比新選文高出	The 15 (or 30) of the original classical Chinese selections with high value have been deleted. It would be acceptable if they were replaced with literature selections with similar literary, artistic,

太多，此舉恐怕有利弊失衡的反效果。素養題雖然能夠有效提升學生在閱讀量與構構想法的能力，但評分標準與參考答案多有不合宜之處，以個人經驗推測，容易造成學生在此科目的優劣差距擴大，也可能限縮學生在思考問題的角度與面向，長遠來看，為了符合參考答案而訓練出的答題模式，將會導致整體思考能力的活躍度、靈活度、彈性甚至創意等各方面失靈，我認為是得不償失，因此目前的試題模式仍有很大的調整空間。

and educational value. In fact, however, I think the replaced selections were much better than their substitutions in terms of their significance for education. This replacement may have an adverse effect in balancing the advantages and disadvantages. Though the literacy questions can effectively improve the ability of students in reading quantity and conceiving ideas, many scoring criteria and reference answers are not appropriate and, according to my personal experience, may lead to a great difference in the performance of students in this subject or impose a restriction on the angle and dimension of their thinking. In the long run, the answering mode of students trained in line with the reference answers may affect the activity, agility, flexibility and creativity of their overall thinking ability. I think this is more a loss than a gain and there is still much room for adjusting the current answer mode.

相關回應摘要

雖然縮減了古文的採納，但是第一屆學測的文言文內容卻占了70%，因此我認為現在國文的編排，除了古文15篇之外，應該可以在根據不同的主題（像是今年學測的古代社會福利政策）再加入一些活用古文，這部分應該不能算在必讀，而是讓出版社自由選擇，增加學生的對文言文的興趣。

認為勸和論文學價值不高，文中有許多論述不宜以及不知所云處，為了歷史價值選錄在國文課本中實為不宜

《畫菊自序》難度太低，而《鹿港乘桴記》（題目有打錯字）則是太多生冷僻字，且後者因有明確的反日立場，所以很考驗老師的教學方式。或許台灣的古文編排可以採用其他更好且難易度適中的文章。

許多廠商為了加緊趕工製作我們這一屆的國文課本、講義，而有許多勘誤，甚至是明顯的知識錯誤，需由老師提醒更正，因為我們是108課綱實行第一屆，課綱尚未準備完整，未給各個出版商充裕時間準備教材，而造成許多編排錯誤，內容錯誤。

我認為國文課本並沒有教導我們如何寫出讓大考中心滿意的答案。在課本中也難以學到針對文章內容再發想混合題答案的能力，就我的經驗而言，混合題考的是學生對文章的理解，而當然每個人都可能以不同的角度去詮釋文章傳達的內容，因此答案也可能是很主觀的，很難評斷到底何謂「正確」。

相關回應摘要	Summary of Responses
<p>雖然縮減了古文的採納，但是第一屆學測的文言文內容卻占了70%，因此我認為現在國文的編排，除了古文15篇之外，應該可以在根據不同的主題（像是今年學測的古代社會福利政策）再加入一些活用古文，這部分應該不能算在必讀，而是讓出版社自由選擇，增加學生的對文言文的興趣。</p>	<p>Despite the reduction of the classical Chinese writings, their percentage in the GSAT this year was up to 70%. Therefore, I think that in addition to the 15 classical Chinese writings, more of these classical writings can be flexibly incorporated for different themes (like the welfare policy in ancient society in the GSAT this year). These additional writings should not be required readings, but the publishing houses may decide on the selections freely instead for the purpose of stimulating the interest of students in classical Chinese.</p>
<p>認為勸和論文學價值不高，文中有許多論述不宜以及不知所云處，為了歷史價值選錄在國文課本中實為不宜</p>	<p>I think the “An Exhortation to Peace” does not have much literary value and there are many improper arguments and incomprehensible points in the writing. It is not appropriate to incorporate it</p>

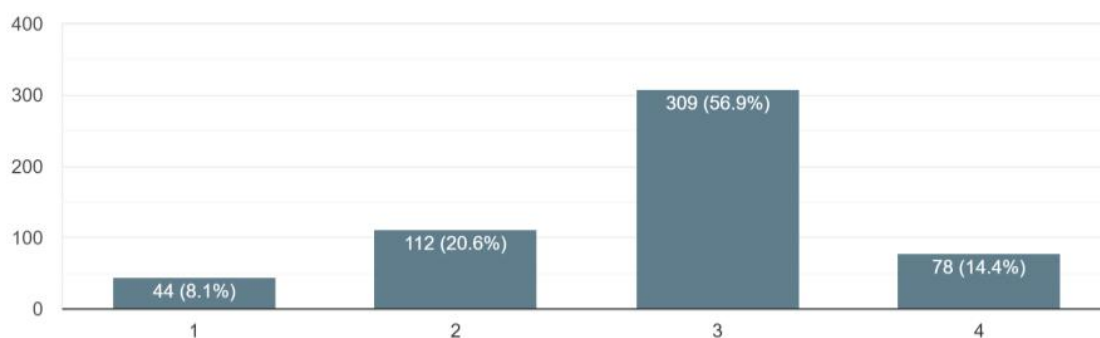
	in the Chinese textbooks just for its historical value.
《畫菊自序》難度太低，而《鹿港乘桴記》則是太多生冷僻字，且後者因有明確的反日立場，所以很考驗老師的教學方式。或許台灣的古文編排可以採用其他更好且難易度適中的文章。	The difficulty of “Painter’s Preface to the Painting of Daisies” is too low and “On a Bamboo Raft in Lukang” has many rarely used words. The latter contains an obvious anti-Japanese position and is thus a test of the teacher’s teaching methods. Maybe the classical writings in Taiwan can be compiled in a better way with the texts at an appropriate level of difficulty.
許多廠商為了加緊趕工製作我們這一屆的國文課本、講義，而有許多勘誤，甚至是明顯的知識錯誤，需由老師提醒更正，因為我們是108課綱實行第一屆，課綱尚未準備完整，未給各個出版商充裕時間準備教材，而造成許多編排錯誤，內容錯誤。	Because many textbook suppliers had to catch up with the schedule in the production of the Chinese textbooks and handouts for us, there are many errors or even obvious mistakes in the knowledge. Teachers have to call attention to these errors and make corrections. Since we are the students of the first year under the 2019 Curriculum Guidelines, the curriculum has not been completely arranged yet and publishers have not been given enough time to prepare the teaching materials, resulting in many errors in the compilation and contents.
我認為國文課本並沒有教導我們如何寫出讓大考中心滿意的答案。在課本中也難以學到針對文章內容再發想混合題答案的能力，就我的經驗而言，混合題考的是學生對文章的理解，而當然每個人都可能以不同的角度去詮釋文章傳達的內容，因此答案也可能是很主觀的，很難評斷到底何謂「正確」。	I think the Chinese textbooks fail to guide us on how to give answers that would satisfy the College Entrance Examination Center. It is difficult to acquire the ability from the textbooks to develop the answer to the mixed question for a given text. As my personal experience tells, what the mixed questions want is the student’s comprehension of the text. Students indeed interpret the meaning of a text differently depending on their own perspectives, so the answer may be subjective and it is difficult to assess what can be called “correct.”

英文課本

英文課本	English Textbooks
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我認同該科目的選文或選材

543 則回應

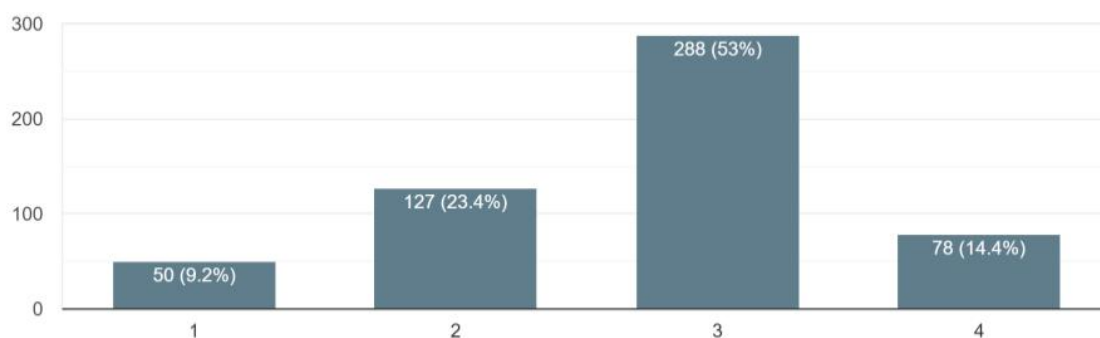


平均數：2.78

我認同該科目的選文或選材	I agree with the selection of the literature or teaching materials for the subject
543 則回應	543 responses
平均數：2.78	Average point: 2.78

我認同該科目的教材編排方式

543 則回應

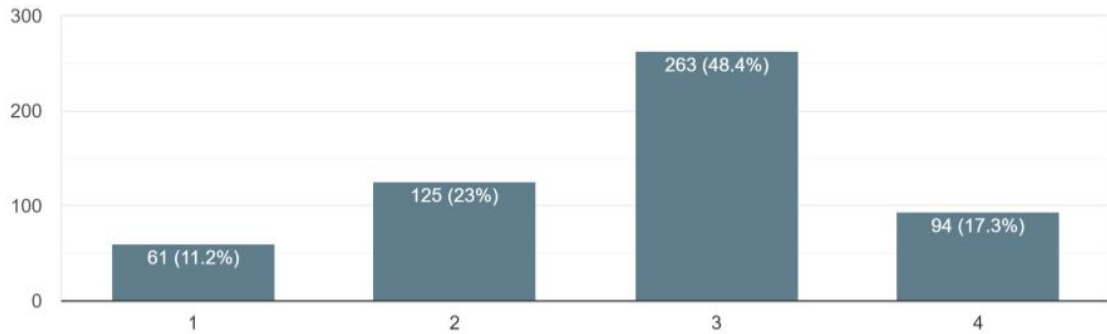


平均數：2.73

我認同該科目的教材編排方式	I agree with the compilation of the teaching materials for the subject
543 則回應	543 responses
平均數：2.73	Average point: 2.73

我認同該科目的難易度適中

543 則回應

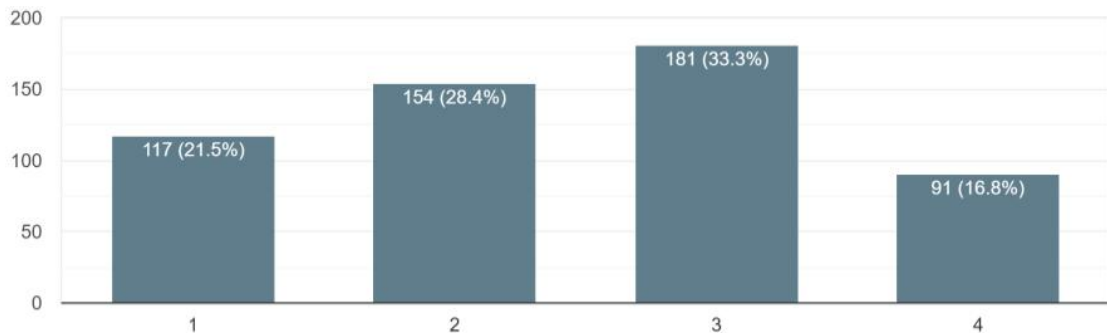


平均數：2.72

我認同該科目的難易度適中	I agree that the difficulty of the subject is reasonable
543 則回應	543 responses
平均數：2.72	Average point: 2.72

我認同修習該科目教材有助於我應試學測

543 則回應

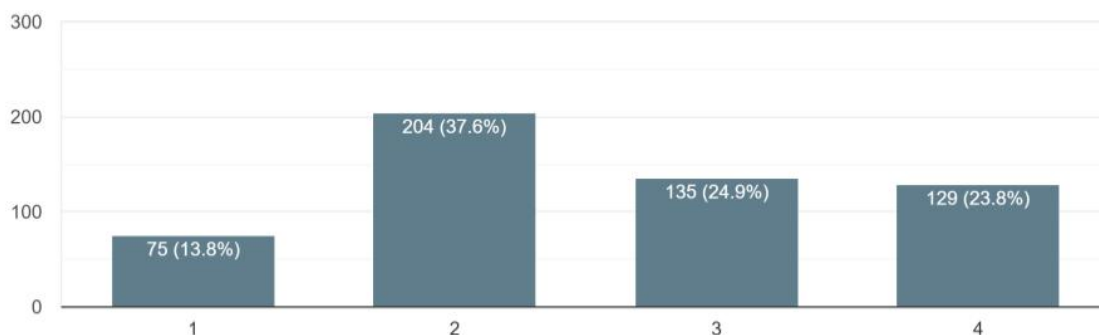


平均數：2.45

我認同修習該科目教材有助於我應試學測	I agree that studying the teaching materials of the subject is helpful for my performance in GSAT
543 則回應	543 responses
平均數：2.45	Average point: 2.45

我認為該科目可減少手寫題(素養題)份量

543 則回應

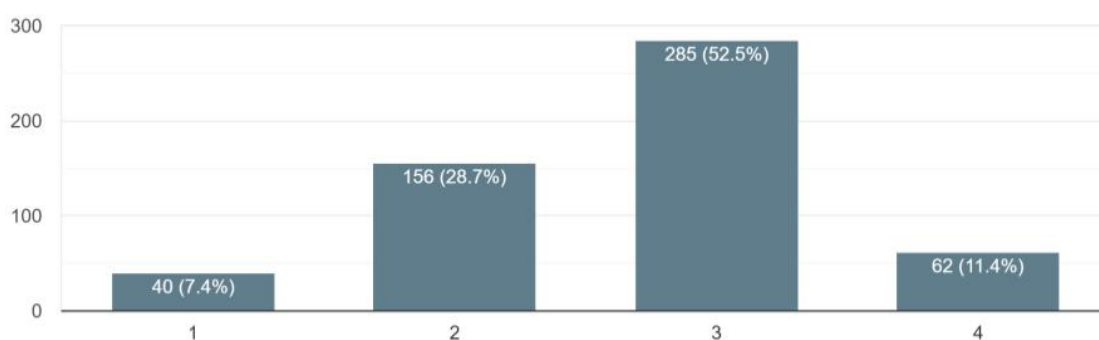


平均數：2.59

我認同該科目可減少手寫題(素養題)份量	I agree that the weight of the handwritten questions (literacy questions) can be reduced for the subject
543 則回應	543 responses
平均數：2.59	Average point: 2.59

整體而言，我認同該科目整體安排

543 則回應



平均數：2.68

整體而言，我認同該科目整體安排	In general, I agree with the overall arrangement of the subject
543 則回應	543 responses
平均數：2.68	Average point: 2.68

Overall opinion towards the English textbooks under 2019 Curriculum Guidelines:

相關回應摘要

課本字彙量完全不夠應付學測，多數學生選擇補習英文就是因為課本內容太！少！了！

英文根本都要讀課外的東西，單背課本單字無法應付學測

國高中難度相差甚多，一下跳太多
反而讓很多人對英文失去信心
認為自己在英文能力方面有缺陷，希望能循序漸進的程度，來慢慢帶領學生

我認為以英文這科而言，學測範圍和課本其實關聯不大，頂多出現幾個相同的單字，把課本的文法學完之後在學測的文法題還是不會寫，課本裡面出現的文法也大部分不會在大考的時候考出來。

英文課本個人認為只能增強基礎，沒什麼幫助學測的功用，裡面的單字選文法等等幾乎都派不上用場，對於學測雜誌還比英文課本有用。

相關回應摘要	Summary of Responses
課本字彙量完全不夠應付學測，多數學生選擇補習英文就是因為課本內容太！少！了！	The amount of vocabulary in the textbooks is not sufficient for the GSAT. Many students take refresher courses because the contents of the textbooks are not! Adequate! Enough!
英文根本都要讀課外的東西，單背課本單字無法應付學測	Students must read many extracurricular English books. Only reciting the vocabulary in the textbooks cannot assure passing the GSAT.
國高中難度相差甚多，一下跳太多 反而讓很多人對英文失去信心 認為自己在英文能力方面有缺陷，希望能循序漸進的程度，來慢慢帶領學生	The difficulty between the textbooks of junior and senior high schools differs substantially. However, this big jump causes many students to lose their confidence in English and find their own English ability lacking. We hope that a systematic and progressive approach can be used to lead students in learning English.
我認為以英文這科而言，學測範圍和課本其實關聯不大，頂多出現幾個相同的單字，把課本的文法學完之後在學測的文法題還是不會寫，課本裡面出現的文法也大部分不會在大考的時候考出來。	As for English, I think the scope of the GSAT does not have much connection with the textbooks and there is only some similar vocabulary. Students who have learned all the grammar in the textbooks may still not be able to answer the grammar questions on the GSAT. Most of the grammar in the textbooks does not appear in the GSAT.
英文課本個人認為只能增強基礎，沒什麼幫助學測的功用，裡面的單字選文法等等幾乎都派不上用場，對於學測雜誌還比英文課本有用。	I think the English textbooks can only enhance the fundamentals, but they are not helpful for the GSAT. Almost all the vocabulary, writing selections and grammar in the textbooks are useless. English- learning magazines are more useful than the textbooks for the GSAT.

相關回應摘要

字彙部分難易懸殊，大部分單詞早在國中小學過；而某些選文內容生僻詞彙太多，只能放在參考字彙欄目中，使學習價值大幅降低，且選文為了貼合時事，難免犧牲文學性，那麼在行文的參考上就失去了課文的重要角色，現實面看，參考書叢生是在所難免。

真不懂為什麼課本教過的單字，學測幾乎都沒幾題，然後學校老師還傻傻地一直教課本，一直考課本內容，根本無助於學測，害了很多人

相關回應摘要	Summary of Responses
字彙部分難易懸殊，大部分單詞早在國中小學過；而某些選文內容生僻詞彙太多，只能放在參考字彙欄目中，使學習價值大幅降低，且選文為了貼合時事，難免犧牲文學性，那麼在行文的參考上就失去了課文的重要角色，現實面看，參考書叢生是在所難免。	The difficulty of the vocabulary differs a lot, and some of it has been learned in junior high school. There are too many rarely used words in some of the selected writings and that they can only be incorporated in the vocabulary reference column, leading to the consequence of dramatically decreasing learning value. Furthermore, the literariness of the selections is sacrificed so as to cater to the articles about current issues and, thus, the textbooks lose their role in serving as a reference for writing styles. In reality, the publication of so many reference books on the market is unavoidable.
真不懂為什麼課本教過的單字，學測幾乎都沒幾題，然後學校老師還傻傻地一直教課本，一直考課本內容，根本無助於學測，害了很多人	I do not understand why so few of the words we have learned in the textbooks appear in the GSAT while teachers remain naively teaching the textbooks and testing the contents. This is not helpful for the GSAT and many students become victims as a result.

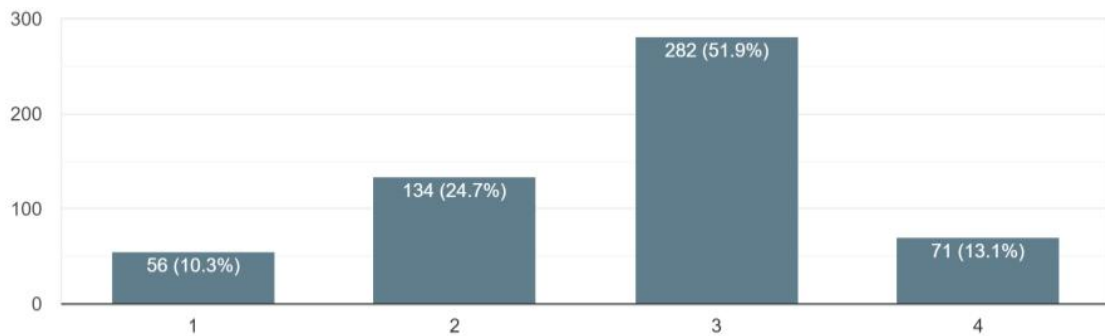
數學課本

數學課本

Math Textbooks

我認同該科目的選文或選材

543 則回應



平均數：2.68

我認同該科目的選文或選材

I agree with the selection of the literature or teaching materials for the subject

543 則回應

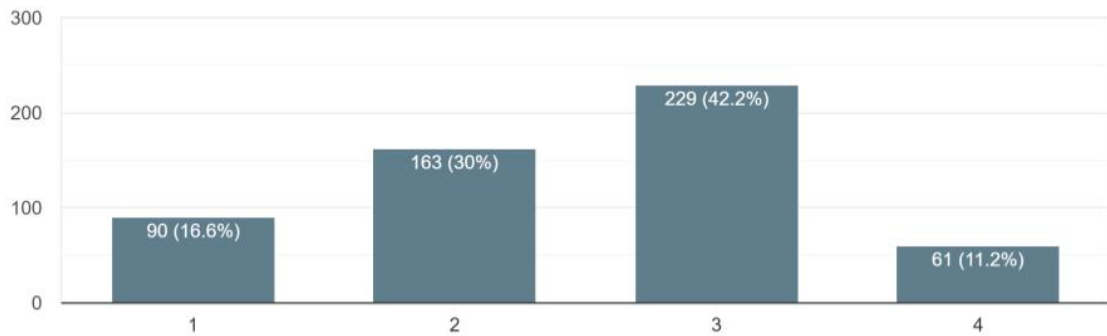
543 responses

平均數：2.68

Average point: 2.68

我認同該科目的教材編排方式

543 則回應

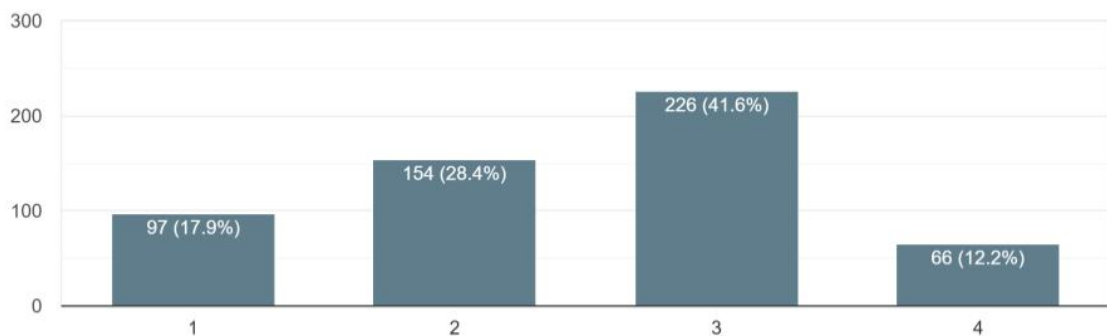


平均數：2.48

我認同該科目的教材編排方式	I agree with the compilation of the teaching materials for the subject
543 則回應	543 responses
平均數：2.48	Average point: 2.48

我認同該科目的難易度適中

543 則回應

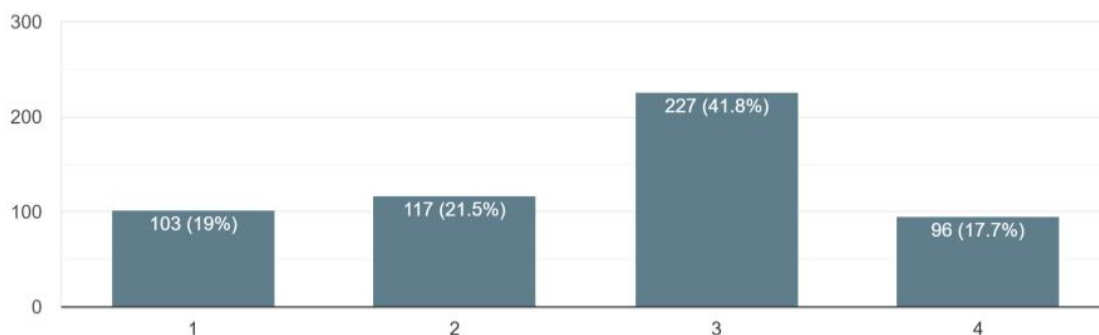


平均數：2.48

我認同該科目的難易度適中	I agree that the difficulty of the subject is reasonable
543 則回應	543 responses
平均數：2.48	Average point: 2.48

我認同修習該科目教材有助於我應試學測

543 則回應

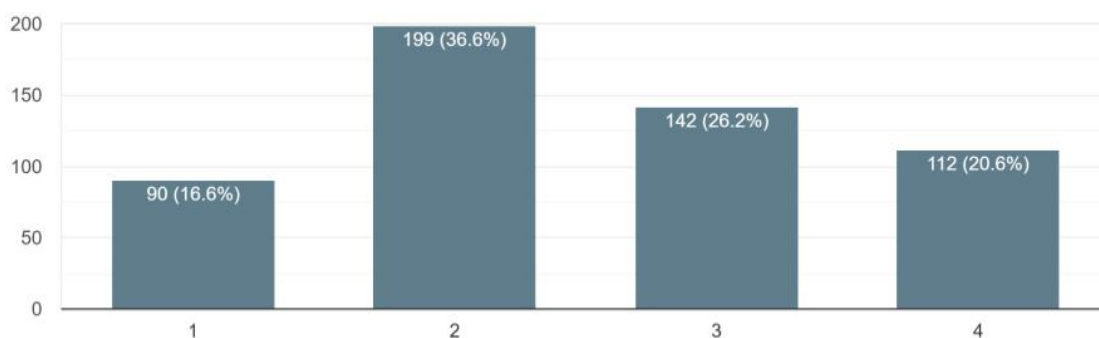


平均數：2.58

我認同修習該科目教材有助於我應試學測	I agree that studying the teaching materials of the subject is helpful for my performance in GSAT
543 則回應	543 responses
平均數：2.58	Average point: 2.58

我認為該科目可減少手寫題(素養題)份量

543 則回應

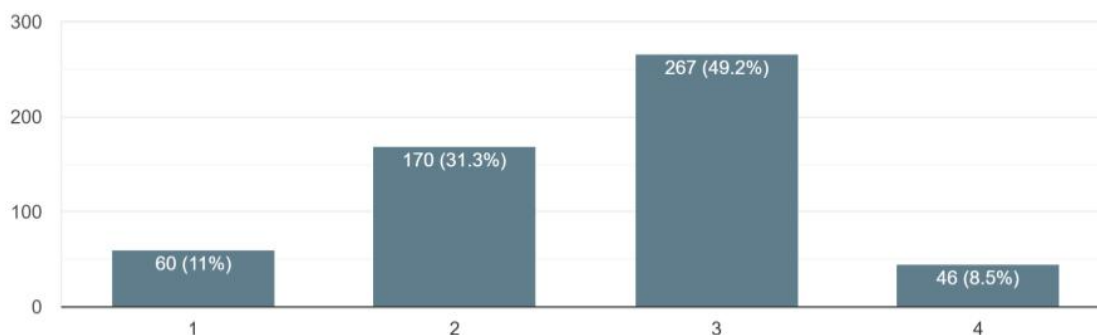


平均數：2.51

我認同該科目可減少手寫題(素養題)份量	I agree that the weight of the handwritten questions (literacy questions) can be reduced for the subject
543 則回應	543 responses
平均數：2.51	Average point: 2.51

整體而言，我認同該科目整體安排

543 則回應



平均數：2.55

整體而言，我認同該科目整體安排	In general, I agree with the overall arrangement of the subject
543 則回應	543 responses
平均數：2.55	Average point: 2.55

Overall opinion towards the Math textbooks under 2019 Curriculum Guidelines:

相關回應摘要

數學了話可以稱讚的點為每一個概念都能詳盡地論述下來，不論是在證明上、例題上...是一個對於渴望實質上的知識的同學很好的讀本。

但缺點就是現在考試制度不考這些基本概念，能多延伸就多延伸、難易度自行調配，所以導致如果在學校只利用課本導課了話，不足以應付未來的考試，變相地使學生們往補習班跑。

若針對108課綱而言，完整度上是沒問題，比較有問題的大概是課程上的編排前後順序，像是在平面向量上放了國中時的三角比之類的課程（其實還有，但目前就已單一例子做舉例）

數B課本裡的題目都教很淺，考試時的難度卻常跳高一級去考，既然當時都說是針對低數學需求了，課本也都沒出很難的題目，那學測的難度也不用那麼高吧，有難題可以理解，但連普通難度都高出課本很多，快逼死學生了

數 \searrow 跟數 \curvearrowright 的內容差異大，導致社會組還沒有想好未來要讀什麼的同學只能先選內容較多的數 \searrow 然後再花時間學習數 \curvearrowright 和數 \searrow 不同的部分，這樣可能導致他們無法專心學習數 \curvearrowright / 數 \searrow ，進而使學習成效不彰。

相關回應摘要	Summary of Responses
數學了話可以稱讚的點為每一個概念都能詳盡地論述下來，不論是在證明上、例題上...是一映於渴望實質上的知識的同學很好的讀本。但缺點就是現在考試制度不考這些基本概念，	For mathematics, a point worthy of our praise is the detailed explanation of every concept, including proofs and problems. The textbooks are good reading material for students who thirst for

<p>能多延伸就多延伸、難易度自行調配，所以導致如果在學校只利用課本導課了話，不足以應付未來的考試，變相地使學生們往補習班跑。若針對 108 課綱而言，完整度上是沒問題，比較有問題的大概是課程上的編排前後順序，像是在平面向量上放了國中時的三角比之類的課程（其實還有，但目前就已單一例子做舉例）</p>	<p>substantial knowledge. However, the disadvantage is that these basic concepts are not the focuses of the tests of the current examination system. The questions of the exams are extended as much as possible and the difficulty is adjusted depending on decisions at the time. Hence, focusing on the textbooks alone is not sufficient for the GSAT, and this is also the reason that drives students to cram schools. As for the 2019 Curriculum Guidelines, the problem is not the completeness but the sequence in the arrangement of the curriculum, for instance, the plane vector arranged with an additional trigonometric ratio course we learned in junior high school (among others).</p>
<p>數 B 課本裡的題目都教很淺，考試時的難度卻常跳高一級去考，既然當時都說是針對低數學需求了，課本也都沒出很難的題目，那學測的難度也不用那麼高吧，有難題可以理解，但連普通難度都高出課本很多，快逼死學生了</p>	<p>The exercises in the Math B textbooks are simple, but the difficulty of the tests usually jumps to the next level. Since the original aim of distinguishing Math A and Math B was that some departments in the colleges don't require extraordinary math skills, the practicing questions in the textbooks are not very difficult. Under this condition, it doesn't make sense to set the difficulty of the GSAT so high. It's understandable to give some difficult problems, but even the ordinary problems are much more difficult than those in the textbooks. This imposes terrible pressure on students.</p>
<p>數 A 跟數 B 的內容差異大，導致社會組還沒有想好未來要讀什麼的同學只能先選內容較多的數 A 然後再花時間學習數 B 和數 A 不同的部分，這樣可能導致他們無法專心學習數 B/數 A 進而使學習成效不彰。</p>	<p>Math A differs significantly from Math B. Under these circumstances, students with the social science track who have not made a decision on their future yet can only select Math A, which contains more content, and then spend their spare time to learn the parts of Math B that are different from Math A. This way, they may not be able to concentrate learning Math B or Math A and achieve less in learning.</p>

相關回應摘要

我個人是選擇數B的語資班學生，對我來說，選數B其實給我蠻大的壓力，因為班上多數學生都是選擇數A，我也很怕之後要讀的法律系會突然說要看數A。而且學校多數老師也是鼓勵學生選擇數A的，導致本校選擇數B的班級僅有一班，剩下16個班通通都是數A，對於選擇數B的同學而言，感覺真的是蠻恐怖的

數A之難度和學測非常不符合

我覺得不應該分成數A與數B，在考試的時候會造成困擾，例如一個班級有一半的人考數A，一半的考數B，其實在考試時會造成老師發考卷的不方便。數B也有一些是數A沒有上到的部分，如果要跨考就會造成還要再特別看數B的科目。雖然有人說數B簡單，但對於學數A的我們來說，其實要再準備數B也是要花時間。另外，對於108課綱不考數乙這點，對於社會組數A很不公平。因為商管科系在分科測驗採數甲，但我們就沒有學該科目，就變成說對於社會組的同學是很不利的（當初我來到社會組是因為其實有些商管科系還是會看社會），就造成我們如果數A沒有考好，會不利於升學。

相關回應摘要	Summary of Responses
<p>我個人是選擇數 B 的語資班學生，對我來說，選數 B 其實給我蠻大的壓力，因為班上多數學生都是選擇數 A,我也很怕之後要讀的法律系會突然說要看數 A。</p> <p>而且學校多數老師也是鼓勵學生選擇數 A 的，導致本校選擇數 B 的班級僅有一班，剩下 16 個班通通都是數 A,對於選擇數 B 的同學而言，感覺真的是蠻恐怖的</p>	<p>I am a student of the gifted education program in languages and I have selected Math B. Selecting Math B imposes a lot of pressure on me because most of my classmates selected Math A. I am afraid that the department of law that I plan to study at will suddenly require Math A.</p> <p>Most of the teachers encourage students to select Math A and thus there is only one Math B class at my school and the remaining 16 are Math A classes. It is really horrible for students who choose Math B.</p>
<p>數 A 之難度和學測非常不符合</p>	<p>The difficult of Math A is does not match the GSAT at all.</p>
<p>我覺得不應該分成數 A 與數 B,在考試的時候會造成困擾，例如一個班級有一半的人考數 A,一半的考數 B,其實在考試時會造成老師發考卷的不方便。數 B 也有一些是數 A 沒有上到的部分，如果要跨考就會造成還要再特別看數 B 的科目。雖然有人說數 B 簡單，但對於學數 A 的我們來說，其實要再準備數 B 也是要花時間。</p> <p>另外，對於 108 課綱不考數乙這點，對於社會組數 A 很不公平。因為商管科系在分科測驗採數甲，但我們就沒有學該科目，就變成說對於社會組的同學是很不利的（當初我來到社會組是因為其實有些商管科系還是會看社會），就造成我們如果數 A 沒有考好，會不利於升學。</p>	<p>I think it is not necessary to classify Math into A and B, since this cause confusion during the test. For example, half of the students in a class participate in the Math A test and the other half participate in the Math B test. This is inconvenient to the teacher when they distribute the test papers. Math B contains parts that are not included in Math A. Students who choose to participate in the tests of both Math A and Math B must learn these parts separately. Though I've heard Math B is simpler, it actually takes a lot of time for students like us who select Math A to also prepare for Math B tests. In addition, the fact that Math B is not included in the Advanced Subject Test under the 2019 Curriculum Guidelines is not fair to students of the social science track who select Math A. Math A is adopted in the subject test of the business administration department, but we do not learn this subject. This imposes disadvantages to the students of the social science track. (The reason why I selected the social science track was that the grades of social sciences are the focuses of the business administration department.) This will affect the admission to university or college if we do not perform well in Math A.</p>

相關回應摘要

數B著重在生活實用價值，很多原理或推導過程被省略，但我認為如此即失去數學存在的價值與其線性特色，既然數B相較數A不傾側精密計算能力，我認為更應該強調邏輯推理能力，好比素養題，以個人拙見，數學的素養題不是融合生活情境就叫做素養，因為實際上生活並不會討論這些生澀的數學問題，而是將生活中暗藏數學邏輯的地方一一呈現，解釋說明其中道理，讓學生了解許多看似理所當然的事情有其特殊含義，且能依我們所學應用在智慧生活的開發中，這樣的素養不僅讓學生們理解生活中的細微之處，更強化未來在面對環境需要時能運用學習經驗發現問題並能夠舉一反三的解決，而非依僵固方式「解題」，才能稱為素養。

學測題目難易度真的應該要調整一下

高二就要選擇數A或數B，但多數學生在選擇的當時可能還不確定自己的目標科系，容易導致選錯的情況，像是選了數A，覺得內容太難無法負荷，最後選擇的目標科系根本不看數A等類似的情況。反之亦然，若是選擇數B的學生最後想考數A的科系，則必須花額外的心力去學

相關回應摘要	Summary of Responses
<p>數 B 著重在生活實用價值，很多原理或推導過程被省略，但我認為如此即失去數學存在的價值與其線性特色，既然數 B 相較數 A 不傾側精密計算能力，我認為更應該強調邏輯推理能力，好比素養題，以個人拙見，數學的素養題不是融合生活情境就叫做素養，因為實際上生活並不會討論這些生澀的數學問題，而是將生活中暗藏數學邏輯的地方一一呈現，解釋說明其中道理，讓學生了解許多看似理所當然的事情有其特殊含義，且能依我們所學應用在智慧生活的開發中，這樣的素養不僅讓學生們理解生活中的細微之處，更強化未來在面對環境需要時能運用學習經驗發現問題並能夠舉一反三的解決，而非依僵固方式「解題」，才能稱為素養。</p>	<p>Math B is more practical in daily life and many mathematical principles or derivation processes have been omitted. However, I think the existential value and linear characteristics of mathematics are lost in this way. Since Math B pays less attention to precise calculation ability than Math A, I think the former should place more importance on logical reasoning ability. Taking literacy questions as an example, I think literacy in Math is not merely the integration into life situations, because these complicated and difficult mathematical problems are not discussed in real life. The literacy should be the presentation of mathematical logic in daily life, including the explanation of their principles and helping students understand the special meaning of what is taken for granted. It is also the application of what we have learned in the development of smart life. This literacy not only helps students understand subtleties in their lives, but also enhances their ability to apply their learning experience to identify and solve problems by way of analogy whenever needed rather than “solving problems” in a rigid way.</p>
<p>學測題目難易度真的應該要調整一下</p>	<p>The difficulty of the GSAT should really be adjusted.</p>
<p>高二就要選擇數 A 或數 B,但多數學生在選擇的當時可能還不確定自己的目標科系，容易導致選錯的情況，像是選了數 A,覺得內容太難無法負荷，最後選擇的目標科系根本不看數 A 等類似的情況。反之亦然，若是選擇數 B 的學生最後想考數 A 的科系，則必須花額外的心力去學</p>	<p>Math A or Math B must be selected in the 11th grade. However, many students may not be sure about their target departments when they make the choice and selecting the wrong subject would therefore occurs easily. For example, students select Math A may later find it's too difficult to learn, or the final selected department does not require Math A. Likewise, students who select Math B may eventually plan to enter a department</p>

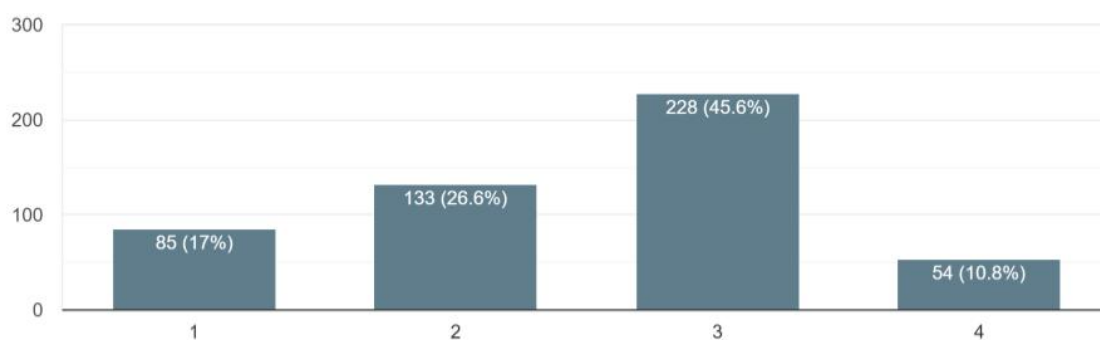
	that requires Math A, and must spend additional time and effort learning Math A.
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社會科課本

社會科課本	Social Studies Textbooks
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我認同該科目的選文或選材

500 則回應

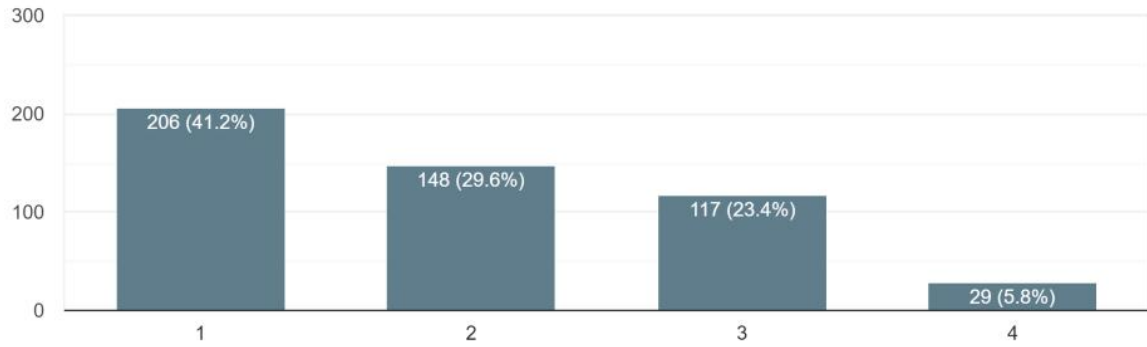


平均數：2.50

我認同該科目的選文或選材	I agree with the selection of the literature or teaching materials for the subject
500 則回應	500 responses
平均數：2.50	Average point: 2.50

我認同該科目的教材編排方式

500 則回應

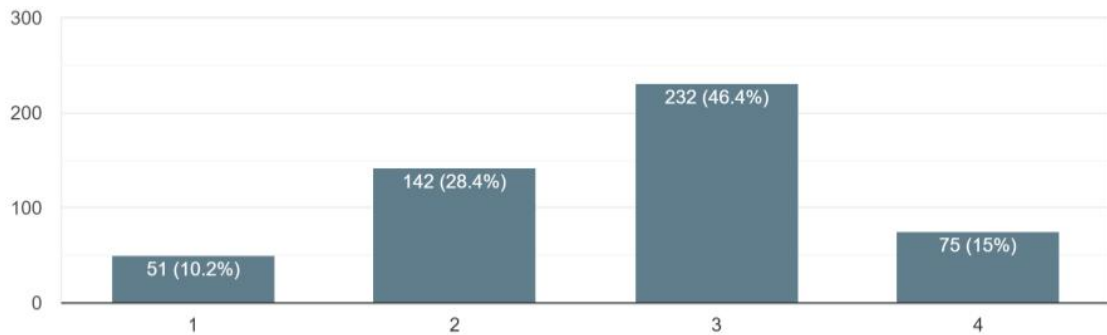


平均數：1.94

我認同該科目的教材編排方式	I agree with the compilation of the teaching materials for the subject
500 則回應	500 responses
平均數：1.94	Average point: 1.94

我認同該科目的難易度適中

500 則回應

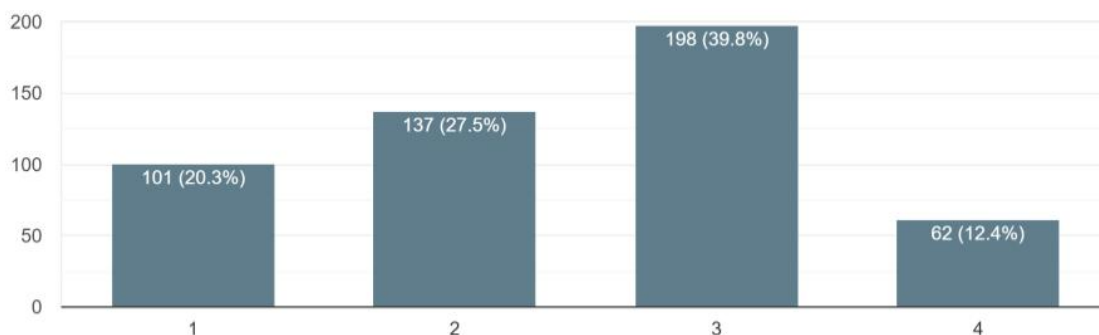


平均數：2.66

我認同該科目的難易度適中	I agree that the difficulty of the subject is reasonable
500 則回應	500 responses
平均數：2.66	Average point: 2.66

我認同修習該科目教材有助於我應試學測

498 則回應

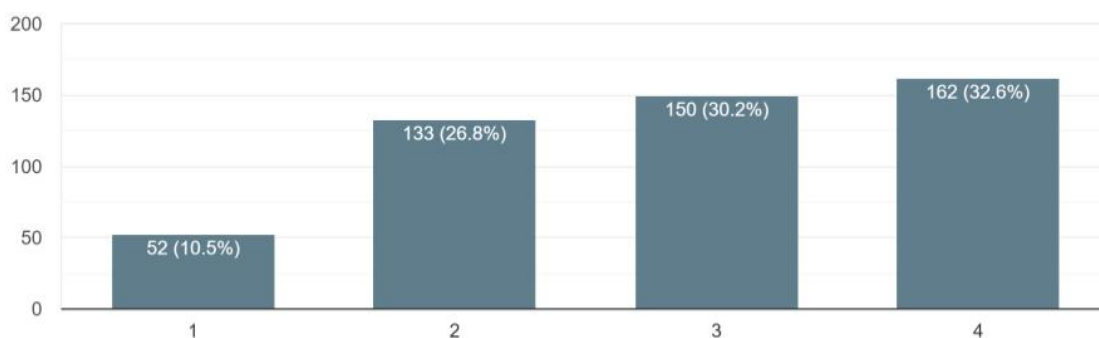


平均數：2.44

我認同修習該科目教材有助於我應試學測	I agree that studying the teaching materials of the subject is helpful for my performance in GSAT
498 則回應	498 responses
平均數：2.44	Average point: 2.44

我認為該科目可減少手寫題(素養題)份量

497 則回應

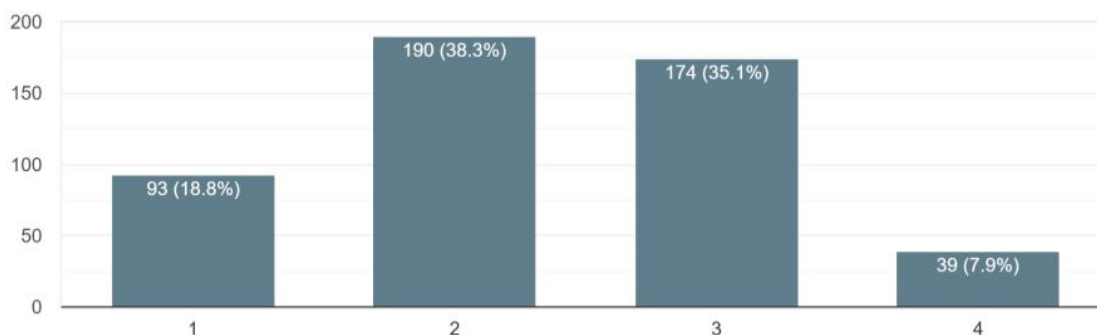


平均數：2.85

我認同該科目可減少手寫題(素養題)份量	I agree that the weight of the handwritten questions (literacy questions) can be reduced for the subject
497 則回應	497 responses
平均數：2.85	Average point: 2.85

整體而言，我認同該科目整體安排

496 則回應



平均數：2.32

整體而言，我認同該科目整體安排	In general, I agree with the overall arrangement of the subject
496 則回應	496 responses
平均數：2.32	Average point: 2.32

Overall opinion towards the Social Studies textbooks under 2019 Curriculum Guidelines:

相關回應摘要

社會課本編得超爛。

歷史：主題式安排根本沒有意義，跟螺旋式教學一樣沒意義，等於每一課都重複順過一次一樣的時間年表，再來說照主題排能找出重點，如果能找出重點我就不需要特地上網找99課綱的教材來看，真的有病。

公民：刪掉太多東西了！要刪就算了，刪前不刪後，前後邏輯順不起來，老師還要另外補充將近一個單元，根本沒意義。

地理：我沒在上課不予置評。但我們學校根本不用課本，老師會一起重編講義。

歷史課本應依照時間來講，但是現在的歷史課本卻是先從頭到尾講完所有朝代的商業，再從頭到尾講所有朝代的藝術，這樣不僅會造成學生無法整合，也會造成混淆。應一次交代完一個朝代發生的所有事情、文化、商業等等，再進入下一個朝代。簡單來說就是恢復108課綱以前的歷史編排，極度反對現在的歷史課本主題式安排，極度且強烈反對。

相關回應摘要	Summary of Responses
社會 課本編得超爛。 歷史：主題式安排根本沒有意義，跟螺旋式教	The compilation of the social sciences textbooks is terrible. History: The theme-based compilation is as

<p>學一樣沒意義，等於每一課都重複順過一次一樣的時間年表，再來說照主題排能找出重點，如果能找出重點我就不需要特地上網找 99 課綱的教材來看，真的有病。</p> <p>公民：刪掉太多東西了！要刪就算了，刪前不刪後，前後邏輯順不起來，老師還要另外補充將近一個單元，根本沒意義。</p> <p>地理：我沒在上課不予置評。但我們學校根本不用課本，老師會一起重編講義。</p>	<p>meaningless as the spiral teaching method. The same chronological table must be read repeatedly every time. It is said that in this kind of compilation, students would find the key points more easily. If this was true, then I wouldn't need to go on the Internet to find the teaching materials of the 2010 Curriculum Guidelines to read. What a joke!</p> <p>Civics: Too many contents have been deleted! It's fine to delete contents, but the deletion is not reasonable and there's no logical sequence after the deletion. The teacher also has to supplement almost a full unit. This is absolutely meaningless.</p> <p>Geography: I've never listened to the teacher during the course so I have no comments. However, the teachers of my school do not use textbooks. They compile handouts of their own together.</p>
<p>歷史課本應依照時間來講，但是現在的歷史課本卻是先從頭到尾講完所有朝代的商業，再從頭到尾講所有朝代的藝術，這樣不僅會造成學生無法整合，也會造成混淆。應一次交代完一個朝代發生的所有事情、文化、商業等等，再進入下一個朝代。簡單來說就是恢復 108 課綱以前的歷史編排，極度反對現在的歷史課本主題式安排，極度且強烈反對。</p>	<p>The History textbooks should explain things in chronological order. In the current textbooks, however, the commercial activities of each dynasty are described from stem to stern and then the art of each dynasty as well. This way, cannot put it all together and may be confused. The things that happened in each dynasty, such as culture and commerce, should have been explained one after another. In short, the compilation of the History textbooks before the 2019 Curriculum Guidelines should be reused. I am extremely opposed to the current theme-based compilation of the History textbooks, extremely and strongly.</p>

相關回應摘要

歷史課本的主題式安排非常困擾。就我的觀點來看，歷史是一個時間線下所發生事物的統整，主題式安排會造成把整個時間打亂，每個部分拆開來看，又要從最一開始的朝代/時代說起，會讓學習歷史非常不方便，不僅時代底下的架構被切得破碎，也讓學生花更多時間在時代下的統整。

還有，歷史科改得更加精簡，但是很多歷史事件環環相扣，就會造成老師補充一堆課本沒有講的，考試也是不斷考課本簡單帶過的，造成其實課本沒有太大的用處。因為都看講義統整過或老師補充整理過的部分。再者，有些其實是很重要，但沒有出現在課本裡的歷史事件，不僅花老師的時間，也讓學生需要更多心思去整理。

我認為主題式的歷史不利於歷史基礎較薄弱的人，因為主題式的排法會有許多跨領域和時空的現象出現，而要在此框架下能夠清楚理解課堂內容的人基本上要對時代、器物和價值觀的變遷有一定程度的熟稔。

地理的話覺得刪除「土壤」的章節還不錯（交給地科上更適合），通論的部分個人覺得沒有太大意見，比較可惜的是區域地理的一些章節變成可上可不上。

公民課的話則是認為主題章節除了經濟學以外，其他像是法律或人權的分野就沒以往清楚（這段只是簡單陳述事實）。但有幾點覺得可惜：一、政治制度教得不是那麼地仔細（像是內閣制席次中省略聯立並立的區別）。二、選修公民的問題我覺得比必修還更多，像是把基金、股票、民間跟會這些內容都刪除，很是可惜。

相關回應摘要	Summary of Responses
<p>歷史課本的主題式安排非常困擾。就我的觀點來看，歷史是一個時間線下所發生事物的統整，主題式安排會造成把整個時間打亂，每個</p>	<p>The theme-based compilation of the History textbooks is very confusing. From my point of view, history is the integration of all events along a</p>

<p>部分拆開來看，又要從最一開始的朝代/時代說起，會讓學習歷史非常不方便，不僅時代底下的架構被切得破碎，也讓學生花更多時間在時代下的統整。</p> <p>還有，歷史科改得更加精簡，但是很多歷史事件環環相扣，就會造成老師補充一堆課本沒有講的，考試也是不斷考課本簡單帶過的，造成其實課本沒有太大的用處。因為都看講義統整過或老師補充整理過的部分。再者，有些其實是很重要，但沒有出現在課本裡的歷史事件，不僅花老師的時間，也讓學生需要更多心思去整理。</p>	<p>timeline. The theme-based compilation disarranges this timeline and splits it into parts. Description of the dynasties/eras from the very beginning in this compilation makes learning history very inconvenient. The structure in an era is cut into pieces, making it more difficult for student to comprehend the knowledge thoroughly.</p> <p>Moreover, the History subject has been simplified very much. However, many historic events are tightly connected with one another and teachers need to give many supplements beyond the textbooks, which are the focused content of the tests. This makes the textbooks useless because we all read the handouts made by our own teachers that had been organized and contained rich supplements. Furthermore, teachers spend much time on some important historic events that are not included in the textbooks, and students must make more effort to integrate it.</p>
<p>我認為主題式的歷史不利於歷史基礎較薄弱的人，因為主題式的排法會有許多跨領域和時空的現象出現，而要在此框架下能夠清楚理解課堂內容的人基本上要對時代、器物 and 價值觀的變遷有一定程度的熟稔。</p>	<p>I think the theme-based compilation of the History textbooks is not suitable for students who have weak basic knowledge of history. Since many cross-disciplinary and space-time relations are involved in the theme-based compilation, students who want to clearly understand the history in this structure must basically be familiar with the changes of the eras, vessels and values to a certain extent.</p>
<p>地理的話覺得刪除「土壤」的章節還不錯（交給地科上更過合），通論的部分個人覺得沒有太大意見，比較可惜的是區域地理的一些章節變成可上可不上。</p>	<p>As for Geography, I think it's good to delete the "Soil" chapter (a topic more suitable to earth science). I do not have many comments on the general introduction. However, it's too bad that it has become unnecessary to teach some of the chapters on regional geography.</p>
<p>公民課的話則是認為主題章節除了經濟學以外，其他像是法律或人權的分野就沒以往清楚（這段只是簡單陳述事實）。但有幾點覺得可惜：一、政治制度教得不是那麼地仔細（像是內閣制席次中省略聯立並立的區別）。二、選修公民的問題我覺得比必修還更多，像是把基金、股票、民間跟會這些內容都刪除，很是可惜。</p>	<p>As for the Civics subject, I think the chapters with different themes, except for the economy, are distinguished less clearly than the previous compilation, such as laws and human rights. (This paragraph only contains succinct facts.) However, some parts should have been better:</p> <ol style="list-style-type: none"> 1. The political systems are not detailed enough (e.g. the distinction between the mixed-member proportional representation and supplementary member systems with respect to the seats in the cabinet system is omitted). 2. I think the elective Civics courses have more problems than the required courses. For example, it's awful that the content on funds, stocks, and rotating savings and credit associations in the private sector has been deleted.

相關回應摘要

歷史課本的主題式安排反而增加學生的困擾...身邊的同學也常抱怨這一點，採主題而非照年份編排讓我們在吸收內容時容易搞混，課後也要自己整理一遍年份或買照年份編排的講義
且在歷史選材方面中國史完全被刪減掉，我覺得很誇張，都有學習其他古文明、其他國家近代的發展史了，卻因政治因素忽視中國在世界歷史發展中的地位，而且台灣的近代史與中國也有所牽扯，結果卻直接刪減掉那塊...

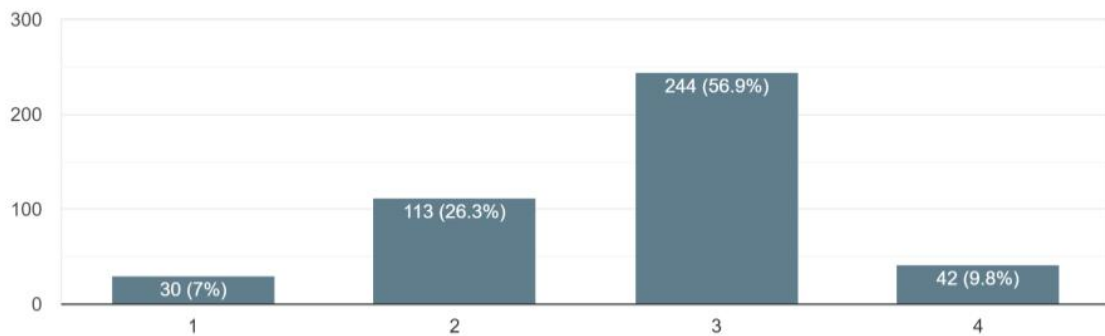
歷史科按照主題式的安排，讓學生很難去連結歷史發生的前後順序，上完課考完試後根本全部都忘記了，而且時間跳來跳去的完全不知道意義在哪裡？
歷史、地理大量刪減中國相關的內容，但台灣自己國家的歷史與氣候、地形...本來就不豐富，造成課本讀起來很枯燥，國中時舊課綱的地理跟歷史編排內容、方法就很有趣又豐富

相關回應摘要	Summary of Responses
<p>歷史課本的主題式安排反而增加學生的困擾...身邊的同學也常抱怨這一點，採主題而非照年份編排讓我們在吸收內容時容易搞混，課後也要自己整理一份或買照年份編排的講義。 且在歷史選材方面中國史完全被刪減掉，我覺得很誇張，都有學習其他古文明、其他國家近代的發展史了，卻因政治因素忽視中國在世界歷史發展中的地位，而且台灣的近代史與中國也有所牽扯，結果卻直接刪減掉那塊...</p>	<p>The theme-based compilation of the History textbooks makes students more confused. My classmates often complain about this as well. Compilation according to themes rather than chronological order is disturbing when we learn the history, and we have to make summaries after class or buy a handout compiled in chronological order. On the other hand, I think it doesn't make any sense to delete whole part of Chinese history. We learn about other ancient civilizations and the modern development history of other countries, but the position of China in the development of the world history is ignored because of political factors. While the modern history of Taiwan is also connected with China, the part was deleted directly...</p>
<p>歷史科按照主題式的安排，讓學生很難去連結歷史發生的前後順序，上完課考完試根本已經全部都忘記了，而且時間跳來跳去的完全不知道意義在哪裡？ 歷史、地理大量刪減中國相關的內容，但台灣自己國家的歷史與氣候、地形...本來就不豐富，造成課本讀起來很枯燥，國中時舊課綱的地理跟歷史編排內容、方法就很有趣又豐富。</p>	<p>The theme-based compilation of History causes students to have difficulty connecting historical events in sequence. Students forget all of what they have learned after the class or a test, and I don't see any meaningful reasons for this textbook-compilation method. Substantial content related to China has been deleted from history and geography. However, Taiwan originally does not have rich history, climate, terrain, etc., and this makes it uninteresting to read the textbooks. In contrast, the contents and compilation methods of the History textbooks under the old curriculum guidelines for junior high school students were very interesting and rich.</p>

自然科課本

自然科課本	Science Textbooks
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我認同該科目的選文或選材
429 則回應

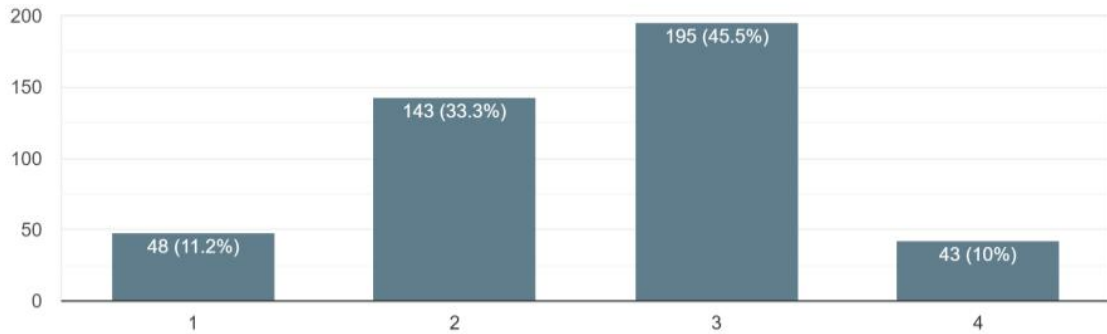


平均數：2.69

我認同該科目的選文或選材	I agree with the selection of the literature or teaching materials for the subject
429 則回應	429 responses
平均數：2.69	Average point: 2.69

我認同該科目的教材編排方式

429 則回應

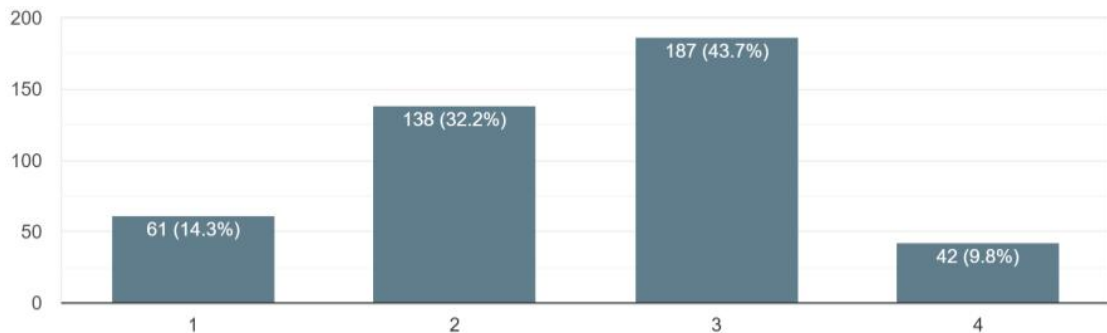


平均數：2.54

我認同該科目的教材編排方式	I agree with the compilation of the teaching materials for the subject
429 則回應	429 responses
平均數：2.54	Average point: 2.54

我認同該科目的難易度適中

428 則回應

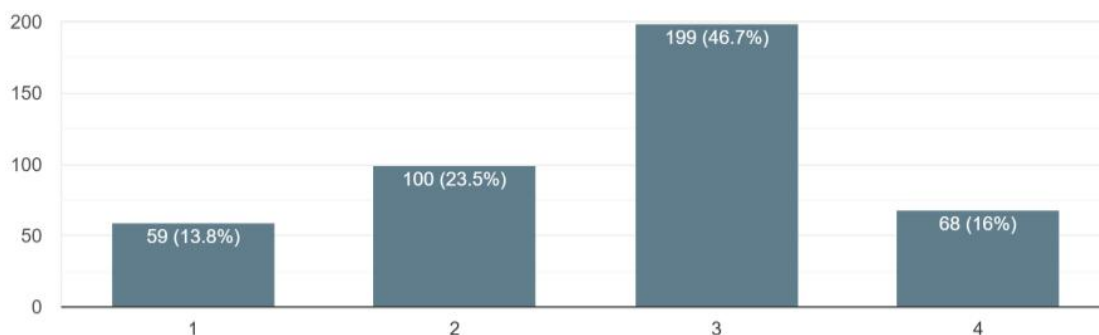


平均數：2.49

我認同該科目的難易度適中	I agree that the difficulty of the subject is reasonable
428 則回應	428 responses
平均數：2.49	Average point: 2.49

我認同修習該科目教材有助於我應試學測

426 則回應

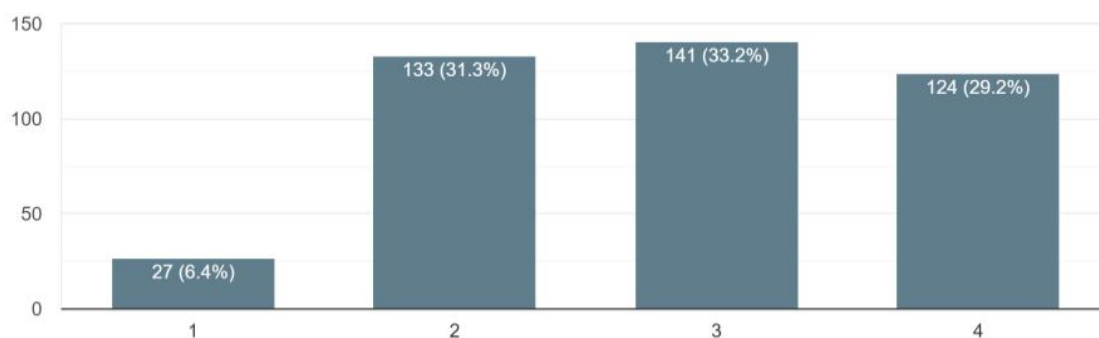


平均數：2.65

我認同修習該科目教材有助於我應試學測	I agree that studying the teaching materials of the subject is helpful for my performance in GSAT
426 則回應	426 responses
平均數：2.65	Average point: 2.65

我認為該科目可減少手寫題(素養題)份量

425 則回應

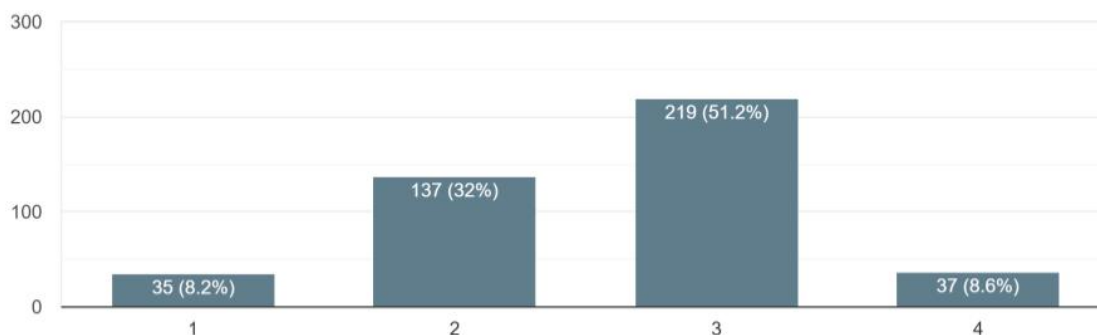


平均數：2.85

我認同該科目可減少手寫題(素養題)份量	I agree that the weight of the handwritten questions (literacy questions) can be reduced for the subject
425 則回應	425 responses
平均數：2.85	Average point: 2.85

整體而言，我認同該科目整體安排

428 則回應



平均數：2.60

整體而言，我認同該科目整體安排	In general, I agree with the overall arrangement of the subject
428 則回應	428 responses
平均數：2.60	Average point: 2.60

Overall opinion towards the Science textbooks under 2019 Curriculum Guidelines:

相關回應摘要

高一的物理、化學雖有包含多種概念，但都是點到為止，雖然加入科學史，但該部分並非授課老師專長，在教學時往往略過不談，更多老師會直接在高一時就以選修物理的教材來上課。

另外，因高一自然科內容簡略，學測自然範圍雖定於高一，但常常有超綱疑慮，學生在準備上難以有確切的方向。

可以不要模糊帶過某些較深入的部分嗎？直接給那部分的關鍵字讓學生不會查找無方又被那些「謎之課本地雷」弄得團團轉，最後使課本淪為較後閱讀參考順位

過度於簡化會導致學習上很多東西都要靠老師去做補充，那假設老師沒去補充的話就會導致學生說那一個區塊會漏掉一大部分

自然課本帶過簡單無法應付分科測驗，學校的老師沒有人使用課本講課，大多都採自編講義，原因很簡單，因為課本太簡單

相關回應摘要	Summary of Responses
高一的物理、化學雖有包含多種概念，但都是點到為止，雖然加入科學史，但該部分並非授課老師專長，在教學時往往略過不談，更多老師會直接在高一時就以選修物理的教材來上	There are multiple concepts in the physics and chemistry for 10th-grade students to acquire, but most of the context of the textbooks only give incomplete explanations. Though the history of

<p>課。</p> <p>另外，因高一自然科內容簡略，學測自然範圍雖定於高一，但常常有超綱疑慮，學生在準備上難以有確切的方向。</p>	<p>science is included in the textbooks, it is usually ignored in class because teachers are not specialized in this topic. More teachers directly teach the lessons for the 10th-grade students using the teaching materials for the elective physics courses, which is actually for 11th and 12th grade students. Even though the scope of the GSAT is defined with reference to the textbooks at the 10th grade, it is still an usual concern that the exam exceeds the originally-announced scope, since the content of the textbooks for 10th grade student is too easy. This issue has resulted in the unclear direction for students to prepare for the GSAT.</p>
<p>可以不要模糊帶過某些較深入的部分嗎？直接給那部分的關鍵字讓學生不會查找無方又被那些「謎之課本地雷」耍得團團轉，最後使課本淪為較後閱讀參考順位。</p>	<p>Is it possible to not gloss over those parts that require in-depth teaching? Directly giving the keywords for these parts makes sure students won't be searching without direction or get confused by mistakes in the textbooks. In the end, this places reading the textbooks toward the back of the reference sequence.</p>
<p>過度於簡化會導致學習上很多東西都要靠老師去做補充，那假設老師沒去補充的話就會導致學生說那一個區塊會漏掉一大部分。</p>	<p>Excessive simplification results in teachers having to supplement many things. If teachers do not complement these things, students will miss most parts of the sections that require these supplements.</p>
<p>自然課本帶過簡單無法應付分科測驗，學校的老師沒有人使用課本講課，大多都採自編講義，原因很簡單，因為課本太簡單</p>	<p>Students cannot pass the Advanced Subjects Test if the science textbooks are too simplified. No teachers are using textbooks for teaching and most of them use handouts made by themselves, rather. The reason is simple: the textbooks are too easy.</p>

Overall opinion towards the education system under the 2019 Curriculum Guidelines:

相關回應摘要

分科測驗應該要加國英

我覺得學測不應該那麼難

學測只是一個入學的門檻

應該要難易適中 拿到平均原始分數55，並且呈現常態分佈的曲線才對

學測跟分科測驗拜託都考國文跟英文這樣考壞的考生也會比較輕鬆

應該都知道出學測題目的人與寫題目的學生都是被關起來再台大地下的吧（學生通常也是台大的人）

我認為地下學生應該都有反應這次學測數a太難的問題 那些學生的作用就是為了提出不合适的地方 然後請老師們改進 或是檢討更改題目 當他們學生開心回到地面時 結果發現全部人都在謾罵這次數a太難 那些審題的老師是都只是做做樣子而已嗎 不考慮那些學生意見？

<p>相關回應摘要</p>	<p>Summary of Responses</p>
<p>分科測驗應該要加國英</p>	<p>Chinese literature and English should be added to</p>

	the Advanced Subjects Test.
我覺得學測不應該那麼難 學測只是一個入學的門檻 應該要難易適中 拿到平均原始分數 55,並且呈現常態分佈的曲線才對。	I think GSAT should not be so difficult. GSAT is only a threshold to enter university or college. It should be moderate in difficulty. Students should acquire an average original score of 55 and present a normal distribution curve.
學測跟分科測驗拜託都考國文跟英文，這樣考壞的考生也會比較輕鬆。	Please add Chinese Literature and English to not only the GSAT but also the Advanced Subjects Test. This way, students who do not perform well on the GSAT could have a second chance.
應該都知道出學測題目的人與寫題目的學生都是被關起來再台大地下的吧（學生通常也是台大的人） 我認為地下學生應該都有反應這次學測數 a 太難的問題 那些學生的作用就是為了提出不合宜的地方 然後請老師們改進或是檢討更改題目 當他們學生開心回到地面時結果發現全部人都在謾罵這次數 a 太難 那些審題的老師是都只是做做樣子而已嗎 不考慮那些學生意見？	Everyone should probably know that the people making the GSAT questions and the students answering the questions were locked up in a basement of National Taiwan University (most of the students also came from NTU). I think these students in the basement should have responded the problem of the questions in Math A for this GSAT being too difficult. Their role was to put forward any unsuitable points and asking teachers to make improvements or review and change the questions. When they happily came back above ground, they found everyone complained about the difficulty of Math A. Were those teachers reviewing the questions just taking a perfunctory attitude? Did they take the opinions of the students into account?

相關回應摘要

自主學習每個學校安排學生實施的方式都不太一樣，如何讓教授有統一的評判標準？

分科測驗拿掉國英之後對於社會組非常不利，選組的目的是為了讓每個人依據長處公平競爭，而分科測驗對自然組較有利。

108課綱編排自然組必須修社會科，但是社會組不需要修自然課程，選了自然組自己比較弱的科目還是照樣被放入段考成績影響排名。

我對108課綱有很多不滿，但是決策者的消極態度使我認為自己只是浪費時間表達意見，我想說我認為最需要改進的，就是升學時程。據我了解，政策之所以將升學時程延後，只是認為學生於高三下便請長假，虛度光陰，因此想要改變現狀(我於立委質詢影片中看到的)，但是牽一髮動全身，難道這段時間是全體學生都是你所認為的浪費時間嗎，想是申請國外大學抑或者是大學先修，都能在那段時間有效安排，但是現在，不但不能，我們連有沒有大學就讀都要等到五月底，許多學生必須一邊擔憂一邊準備分科測驗一邊做108課綱的「學習歷程自述、多元表現綜整」，不是每個人都能等到台灣的大學放榜再決定未來去處，政府官員整天唸叨青年人才外流，難道升學時程的改變不是一大助因嗎？

相關回應摘要	Summary of Responses
自主學習每個學校安排學生實施的方式都不太一樣，如何讓教授有統一的評判標準？ 分科測驗拿掉國英之後對於社會組非常不利，選組的目的是為了讓每個人依據長處公平競爭，而分科測驗對自然組較有利。 108課綱編排自然組必須修社會科，但是社會	The self-directed learning is arranged and implemented differently depending on schools. How can the professors in the college have standard criteria for their judgment? Excluding Chinese Literature and English from the Advanced Subjects Test is unfavorable to students of the social science track. Selection of the majors is

組不需要修自然課程，選了自然組自己比較弱的科目還是照樣被放入段考成績影響排名。

purposed to encourage fair competition by highlighting the advantages of students, but the Advanced Subjects Test is much favorable to students of the science track.
The 2019 Curriculum Guidelines require students of the science track to take social sciences courses, but students of the social science track are not required to take science courses. Due to this condition, the grades of the weaker subjects for students who chose science track are still included in the calculation of the midterm and the final exams, thus making the ranking being affected.

我對 108 課綱有很多不滿，但是決策者的消極態度使我認為自己只是浪費時間表達意見，我想說我認為最需要改進的，就是升學時程。據我了解，政策之所以將升學時程延後，只是認為學生於高三下便請長假，虛度光陰，因此想要改變現狀（我於立委質詢影片中看到的），但是牽一髮動全身，難道這段時間是全體學生都是你所認為的浪費時間嗎，想是申請國外大學抑或者是大學先修，都能在那段時間有效安排，但是現在，不但不能，我們連有沒有大學就讀都要等到五月底，許多學生必須一邊擔憂一邊準備分科測驗一邊做 108 課綱的「學習歷程自述、多元表現綜整」，不是每個人都能等到台灣的大學放榜再決定未來去處，政府官員整天唸叨青年人才外流，難道升學時程的改變不是一大助因嗎？

I am very unsatisfied with the 2019 Curriculum Guidelines, but the negative attitude of the decision makers makes me feel it's a waste of time to express my opinions. I just want to say what I think needs to be improved the most, which is the college admission schedule. As far as I know, the college admission schedule is postponed in the policy just for the reason that students have a long vacation in the second semester of the 12th grade and they may loaf away their time. Therefore, the government wants to change this situation. (I heard this in a video of the interpellation in the Legislative Yuan.) However, any change may have a ripple effect. Is it really the case that all students are wasting their time during this period like you said? Students who plan to apply for the universities or colleges in foreign countries or take advanced placement courses can make effective arrangements in this period. But now, it is impossible to make these arrangements and we must wait until the end of May to know if we can enter any college. Many students must prepare for the Advanced Subjects Test and compile the "description of portfolio" and "multiple performance summaries" pursuant to the 2019 Curriculum Guidelines while worrying about their college admission. Not every student can wait for the announcement of the college admission to decide their future life plan. The government talks about a brain drain of young people all the time. Are the changes to the college admission schedule not a contributing factor to this issue?

相關回應摘要

學習歷程，自主學習，等等全部都要，麻煩教育部請「完全且完整」的制定計畫在再實施，別在讓108第一屆甚至後面的學生對台灣的教育制度越來越心寒

分科測驗取消國文及英文科目的制度讓學測失常的學生只能選擇重考，這樣分科測驗的意義何在？
升學時程刻意拖延反而讓在最後階段落榜的學生沒有足夠的時間準備分科測驗

學習歷程，自主學習，等等全部都要，麻煩教育部請「完全且完整」的制定計畫在再實施，別在讓108第一屆甚至後面的學生對台灣的教育制度越來越心寒

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升學時程刻意拖延反而讓在最後階段落榜的學生沒有足夠的時間準備分科測驗

分科測驗刪掉國、英、數乙的理由真的很薄弱，完全沒有任何道理可言，且這樣也接近回覆到一試定終生的時期，考不好就重考，我自己是覺得不但沒有減少應考壓力，反而還增加到爆表了^^
雖然數乙在2024年會回復，但之前2022、2023年社會組的考生呢？就這樣被犧牲掉了！

相關回應摘要	Summary of Responses
學習歷程，自主學習，等等全部都要，麻煩教育部請「完全且完整」的制定計畫在再實施，別在讓 108 第一屆甚至後面的學生對台灣的教育制度越來越心寒。	The MOE requires academic portfolio, self-directed learning, etc. Could the MOE please formulate a comprehensive and integrated plan before taking action? Do not let the first students under the 2019 Curriculum Guidelines and those after become more and more disappointed with the education system in Taiwan.
分科測驗取消國文及英文科目的制度讓學測失常的學生只能選擇重考，這樣分科測驗的意義何在？ 升學時程刻意拖延反而讓在最後階段落榜的學生沒有足夠的時間準備分科測驗	As Chinese literature and English are excluded from the Advanced Subjects Test, students who do not perform well in the GSAT have no other choice but to retake the test the next year. This way, what is the meaning of the Advanced Subjects Test? The college admission schedule was postponed on purpose and the students who failed to acquire admission at the last stage may not have enough time to prepare their Advanced Subjects Test.
學習歷程，自主學習，等等全部都要，麻煩教育部請「完全且完整」的制定計畫在再實施，別在讓 108 第一屆甚至後面的學生對台灣的教育制度越來越心寒。	The MOE requires academic portfolio, self-directed learning, etc. Could the MOE please formulate a comprehensive and integrated plan before taking action? Do not let the first students under the 2019 Curriculum Guidelines and those after become more and more disappointed with the education system in Taiwan.
分科測驗取消國文及英文科目的制度讓學測失常的學生只能選擇重考，這樣分科測驗的意義何在？ 升學時程刻意拖延反而讓在最後階段落榜的學生沒有足夠的時間準備分科測驗	As Chinese and English are excluded from the Advanced Subjects Test, students who do not perform well in the GSAT have no other choice but to retake the test. This way, what is the meaning of the Advanced Subjects Test? The college admission schedule was postponed on purpose and the students who failed to acquire admission at the last stage may not have enough time to prepare their Advanced Subjects Test.
分科測驗刪掉國、英、數乙的理由真的很薄	The reasons for the exclusion of Chinese literature,

弱，完全沒有任何道理可言，且這樣也接近回覆到一試定終生的時期，考不好就重考，我自己是覺得不但沒有減少應考壓力，反而還增加到爆表了

雖然數乙在 2024 年會回復，但之前 2022、2023 年社會組的考生呢？就這樣被犧牲掉了:)

English and Math B from the Advanced Subjects Test are weak and nonsense. This policy is similar to the system of “the future is completely dependent on one test” implemented previously, and any students who got bad results in the GSAT do not have any remedial opportunities aside from retaking the test the next year. I think this imposes more and excessive pressure instead of reducing it. Though Math B will be restored in 2024, but how about the students of the social science track in 2022 and 2023? Are they just sacrificed? :)

Appendix 2: Interview Guide

The interview guide is comprised of five parts: compilation of textbooks, academic portfolio, self-directed learning, college entrance methods, and literacy.

Compilation of Textbooks

Chinese literature

1. What is your view on the percentage of vernacular and classical Chinese writings in the Chinese literature textbooks?
2. Following the above question, do you think there should be more or less classical Chinese writings in the Chinese textbooks?
3. Do you think the percentage of the classical Chinese in the exam questions is too high?
4. Do you prefer the “Taiwanese literature” texts? For example, local classical literature selections such as “On a Bamboo Raft in Lukang” and “Painter’s Preface to the Painting of Daisies,” or local vernacular literature selections such as “A Steelyard” and “The End of an Opera,” or other examples.
5. Following the above question, do you think it is necessary to have “Taiwanese literature” in the Chinese literature textbooks?
6. If you support the existence of “Taiwanese literature” in the textbooks, what type of writings do you want to read? (Some students mentioned White Terror literature and anti-communist literature in the questionnaires. You can recommend the writings you prefer.)

English

7. Do you think the contents of the English textbooks are too simple to be useful for examinations?
8. Does your school provide other English supplementary teaching materials? For example, magazines.
9. Following the above question, when you participate in the midterm and final exams, do the questions usually come from normal or extracurricular supplementary teaching materials?
10. Can you share your views on the English questions in the GSAT this year? (If you are not a 12th grade student of this year, you can also give your answer as long as you have seen the questions.)

Mathematics

11. Do you think it is necessary to distinguish Math A and Math B?
12. Do you know the parts of the Math A and Math B that do or do not overlap? Why do you think some units are learned in Math A but not in Math B? Or vice versa.
13. According to our experience and the feedback in the questionnaires, quite a few students find the compilation of the mathematical units not very good. The same unit is split and taught in different semesters. Please share your observations and views on this phenomenon.
14. Do you have any difficulty in choosing between Math A and Math B?

Social Sciences

15. Do you agree on the thematic teaching of the History textbooks? Please explain your reasons for agreeing or disagreeing.
16. If you have seen the textbooks for the elective History courses, do you think that is a good way for the thematic teaching? Please ignore this question if you have not seen the textbooks.
17. Do you agree on the change of Chinese history under the old curriculum guidelines to the current history of the East Asia?
18. What is your view on the compilation of Chinese, Japanese, Korean and Vietnamese history under the new curriculum guidelines?
19. Some students pointed out in the questionnaires that there are too many pages explaining the history of Taiwan or too many details are incorporated in the textbooks. What is your view on these opinions.
20. Some students hoped to have more pages of Chinese geography in the textbooks. Do you agree with that?
21. What is your view on the Civics textbooks? (The responses we received were somewhat disorderly. Therefore, you may give whatever answers you want.)
22. Do you think the political inclination is too obvious in the Civics textbooks?

Science

23. Do you think the science textbooks are too simple? Why?
24. Do you think the definitions of terminology in the science textbooks are not detailed enough? Why?
25. Does your teacher of the science subject use their own teaching materials for the class? If the answer is positive, what is your view on this?
26. Students of the science track must take social sciences courses but students of the social science track are not required to take science courses. What is your view on this arrangement?

Overview

27. Do you think the textbooks are helpful for the preparation of your examinations?
28. Have you ever thought the contents of the textbooks and tests are disconnected from each other?

Academic Portfolios

1. From your point of view, what is the most difficult part in the preparation of your academic portfolios?
2. What is the difference between the academic portfolios and the application materials under previous curriculum guidelines?
3. Have you participated in any specific activities or clubs for your academic portfolios? Or if you have similar examples from people around you, please share with us.
4. If you are strongly opposed to the policy of academic portfolios, can you share why you dislike it with us?
5. If academic portfolios are not managed collectively (the question we mentioned in the questionnaire), do you think there are any other methods for their storage?
6. Quite a few students stated in the questionnaires that it is difficult to balance between the school grades and the preparation of the academic portfolios, and they were not sure what universities and college emphasize. What thoughts do you have on this view?
7. According to the responses we collected from the questionnaires, many students thought that the deadline, file format and size of the academic portfolio and their operation platform should be improved. What is your view on this?
8. Overall, what part of the academic portfolio do you think needs to be changed most?
9. Overall, do you think the academic portfolio should exist?

Self-directed Learning

1. How many hours of self-directed learning do you have in a week on your school's timetable?
2. Have you used extracurricular time for your self-directed learning?
3. What is the most difficult part that you have encountered with respect to your self-directed learning?
4. Do you think you have sufficient resources (including time) for your self-directed learning?

5. According to your experiences and observations, do your classmates (or you) implement the self-directed learning properly at the specified time for it?
6. Overall, what is your view on self-directed learning?

College Entrance Process

1. If you are a 12th-grade student of this year, please share your view on this year's GSAT.
2. What is your view on the exclusion of Chinese and English from Advanced Subjects Test?
3. What is your view on the exclusion of Math B from the Advanced Subjects Test of this year?
4. What is your view on the postponement of the interview and the announcement of the college admission?
5. What is your view on the addition of the grade of the 5th semester to the calculation for the Stars Program?
6. Regarding the fact that students of the science track must take social sciences courses but students of the social science track are not required to take science courses, some students pointed out in the questionnaires that this arrangement will affect the calculation of the school grades under the Stars Program. What is your view on this phenomenon?

Literacy

1. What is your view on the term "literacy"?
2. What is your view on the "cross-disciplinary questions"?
3. What is your view on the "handwritten questions" in different tests? Feel free to describe it according to subject.